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ABSTRACT

Described in this book is a wide variety of teacher-made materials to be used by educators who teach handicapped students in kindergarten through grade 12. (A few materials are appropriate for preschoolers and adults.) The materials included are categorized under 18 major areas: affective education, miscellaneous instructional areas, behavior management, career education, communication between school and home, driver education, industrial arts, language, mathematics, library media, motor skills, physical education, reading, science, social studies, speech, spelling, and typing. Each entry suggests grade levels for which the item is appropriate; describes the purpose and construction of the item, as well as the materials required; gives instruction for use and a cost estimate for making the item; and provides the name and address of the individual who contributed the idea. (MP)

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TEACHER-MADE MATERIALS

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SHARE AND TELL
TEACHER-MADE MATERIALS

Illinois State Board of Education
Department of Specialized Educational Services
100 North First Street
Springfield, Illinois

1982

Edward Copeland, Chairman
Illinois State Board of Education

Donald G. Gill
State Superintendent of Education

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FOREWORD

The Illinois State Board of Education is pleased to make available this edition of teacher-made materials, *Share and Tell*. This book is intended for use by regular and special educators who are teaching handicapped students. Since many of the teacher-made materials in this book are adaptable for use with various students, subjects and grades, regular educators teaching nonhandicapped students may find many of these items useful also.

Two means are provided in this document for readily locating and accessing the teacher-made materials — a table of contents and an index. In the table of contents, the teacher-made materials have been organized, categorized and subcategorized according to subject, skill or technique. In the index, the teacher-made materials have been arranged and listed alphabetically by name.

Appreciation is extended to Judith A. Gray of the Department of Specialized Educational Services for designing, compiling, editing and coordinating all phases of the development of this publication, to Susan Thompson for illustrating the teacher-made materials and to others in this agency, listed in the appendix, for their technical assistance. Additionally, acknowledgement is gratefully extended to all contributors of teacher-made materials for this book. Without their contributions, this book could not have become a reality. A listing of their names and the pages on which their contributions appear is provided in the appendix.

It is sincerely hoped that regular educators, as well as special educators, will find this book a useful resource.

Donald G. Gill

Donald G. Gill
State Superintendent of Education

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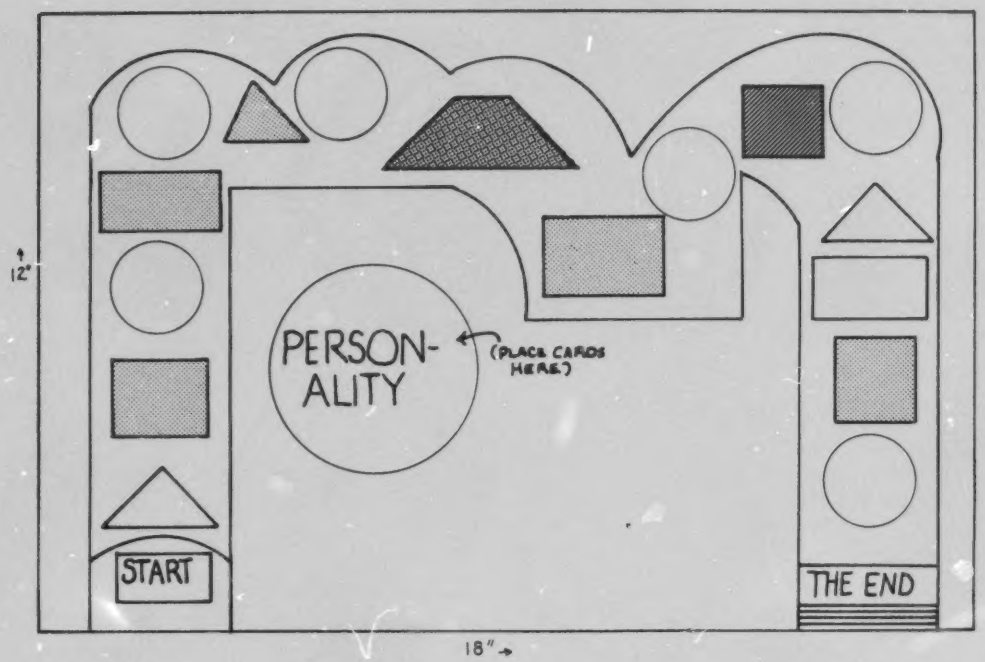

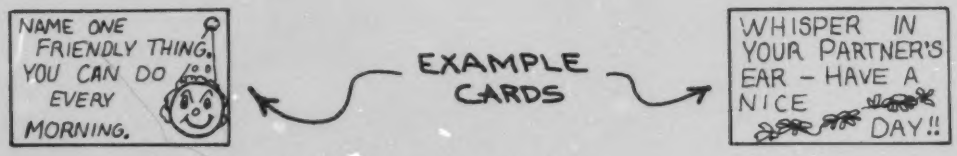

Grade Levels: K-8 grades **Estimated Cost:** Minimal

Purpose: To reinforce children's social acceptance and their ability to get along in a group.

Materials Needed: Crayons, felt tip pens, ruler, construction paper, cardboard, scissors, paste, dice. (Laminate material when completed.)

Construction of Item: Make playing avenue (12" x 18"); it can be made by using different shapes and forms. Cut out different shapes from construction paper and paste them on the playing avenue board, about 1/2 inch apart. Mix the colors and shapes at random. Make game cards to be placed on the personality circle. Directions and questions on the game cards should require positive actions or answers to problems in social behavior.

Instructions for Use: Two or more players may participate. Beginning with the first player, the players in turn roll the dice to determine the number of spaces to move on the board. After each player moves, he/she picks a card from the deck and answers the question or performs the action. The first player to reach "The End" is the winner.

Contributor: Nina Williams
912 North 71st Street
East St. Louis, IL 62201

Special Education — LD Teacher
Webster School Annex

"THE TRUTH GAME"

AFFECTIVE EDUCATION

Grade Levels: 1-7 grades

Estimated Cost: $2.50

Purpose: Guidance — To explore feelings that the student may have about parents, people in general, and teachers. Also to stimulate discussion of these relationships.

Materials Needed: Laminated poster board, dice or a numbered spinner, felt tip pens (black and red), markers (wooden blocks or Bingo chips).

Construction of Item: On the poster board, draw a rectangle 16" x 22." (A T-square and triangle can be used.) Around the sides of the game board, draw 2 1/2" squares as per illustration. Sketch "The Truth Game" design in the center. Sketch symbols (rabbit, baby, car, eyes, and owl) in strategic locations as per illustration. Print "Truth" statements in the squares as per illustration. Trace over all pencil lines with a black felt tip pen and over all symbols with a red felt tip pen. Laminate front and back surfaces.

Instructions for Use: Place the board on a table. Each player chooses a marker (a block or some other object) to represent his/her travels around the board. The dice are rolled; the student with the highest number moves first.

After the first player completes his/her play, the turn passes to the next player. Two or more markers may rest on the same space at the same time. However, when this happens, the responses from the two students may be different because their feelings may be different.

If a player throws double numbers (a pair), he/she must first complete the statement at hand, then throw the dice again and move his/her marker the number of spaces indicated on the dice.

Symbols:

Rabbit — Signals the start of the game.
Baby — When a player's marker lands on a space with a baby in it, the player automatically knows he/she is going to lose one or more turns because a number appears in the space.
Car — Always symbolizes movement of either going ahead or backwards.
Eyes — Symbolizes movement of going ahead.
Owl — Symbolizes wisdom.

Contributor: Norvella Ann Hickman
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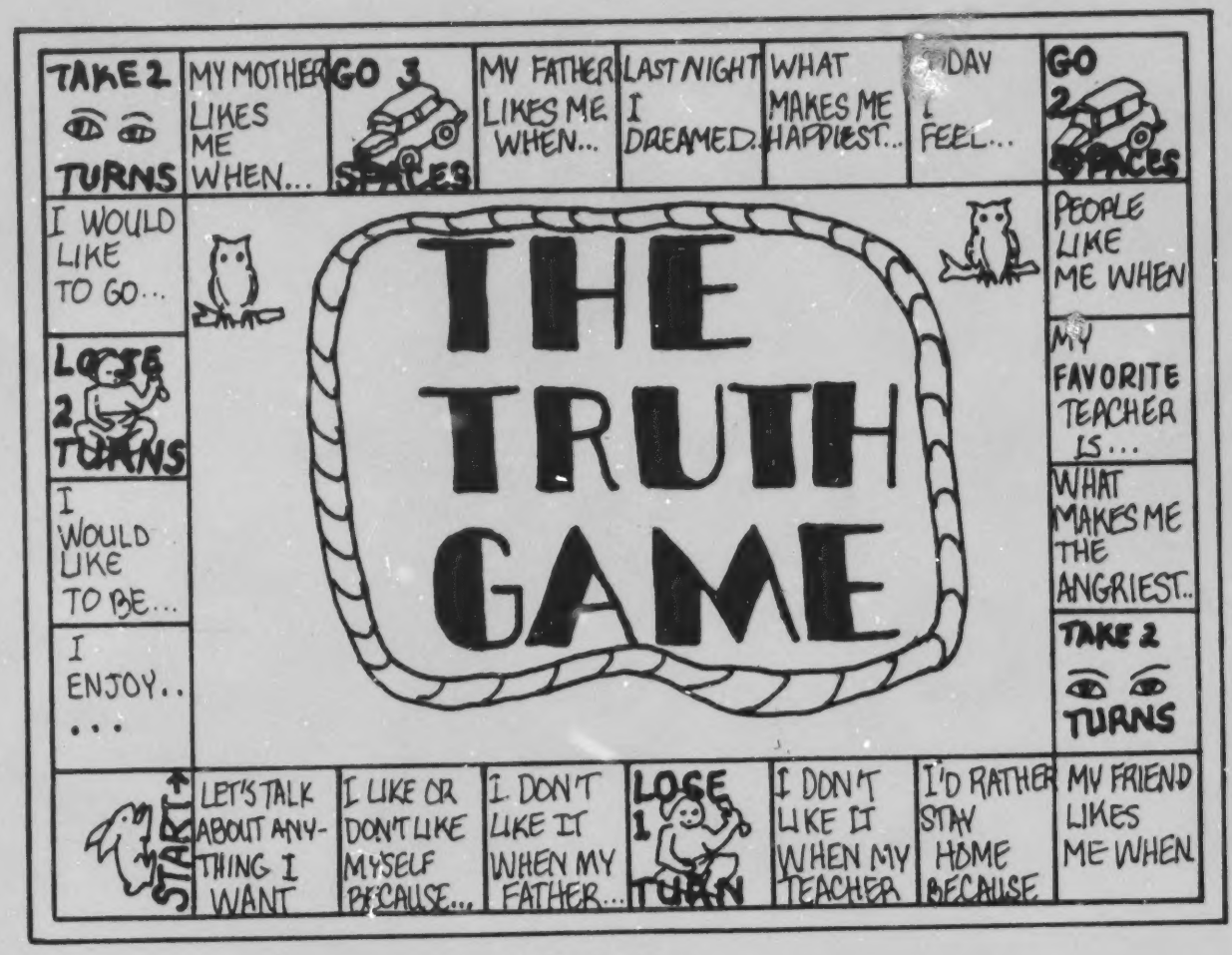
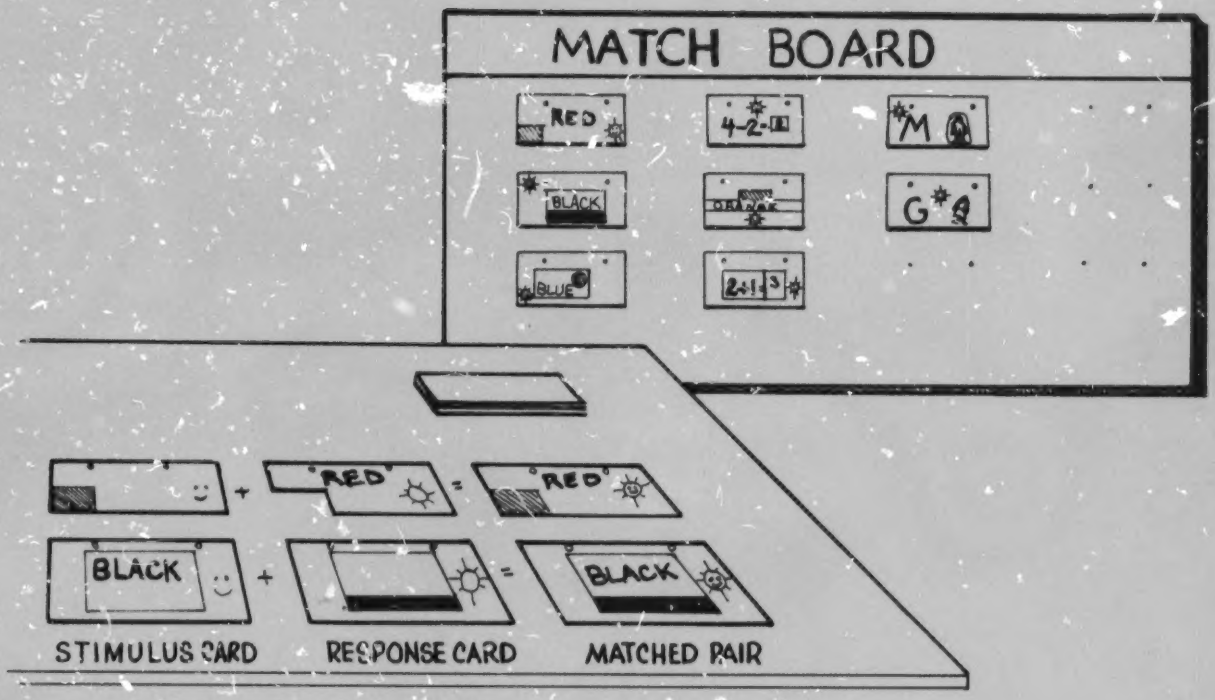
East St. Louis, IL 62207

Elementary Counselor
Alta Sita School


TAKE 2 TURNS
MY MOTHER LIKES ME WHEN...
GO 3 SPACES
MY FATHER LIKES ME WHEN...
LAST NIGHT I DREAMED...
WHAT MAKES ME HAPPIEST...
TODAY I FEEL...
GO 2 SPACES
I WOULD LIKE TO GO...
THE TRUTH GAME
PEOPLE LIKE ME WHEN
LOSE 2 TURNS
MY FAVORITE TEACHER IS...
I WOULD LIKE TO BE...
WHAT MAKES ME THE ANGRIEST..
I ENJOY...
TAKE 2 TURNS
START
LET'S TALK ABOUT ANYTHING I WANT
I LIKE OR DON'T LIKE MYSELF BECAUSE...
I DON'T LIKE IT WHEN MY FATHER...
LOSE 1 TURN
I DON'T LIKE IT WHEN MY TEACHER
I'D RATHER STAY HOME BECAUSE
MY FRIEND LIKES ME WHEN

"MATCH BOARD"

ANY AREA--MATCHING



Grade Levels: K-2 grades **Estimated Cost:** $5.00

Purpose: To provide drill of basic skills without the assistance of the teacher and to provide reinforcement for correct responses. It is also a teaching machine.

Materials Needed: Plywood sheet (3' x 3' but size can vary to meet your specific needs), 3" x 5" index cards, hole punch, Exacto knife or razor blade, felt tip pens, large (wide) finishing nails or any substitute which will permit the hanging of cards.

Construction of Item: Punch two holes in the top of each 3" x 5" card. Holes should be placed 1 inch from the side and 1/2 inch from the top. The holes should be exact and all cards must be identical. Make a master card as a pattern. On the sheet of plywood, hammer in nails to correspond to the holes in the cards. The nails must be spaced exactly the same distance as the holes on the card so that the cards can be hung on the nails. You will need two cards for each match you wish to make. The Stimulus Card should have the term to be matched and a "smilely" face. The Response Card should have the matching term, a window that shows the Stimulus Card term and a hole in the exact spot as the "smilely" face on the Stimulus Card for self correction. The position of the "smilely" face on each pair of matched cards should be different.

Instructions for Use: Once the cards are made, simply place a Stimulus Card on the board. The child can then choose which Response Card is appropriate. If the response is correct, a "smilely" face will appear when the Response Card is placed over the Stimulus Card. It is estimated that 20 different positions on the cards are possible for the "smilely" face. By shifting the "smilely" faces to the top of the card, an additional 20 can be obtained; thus 40 responses per topic can be covered.

Contributor: Robert James Vernetti
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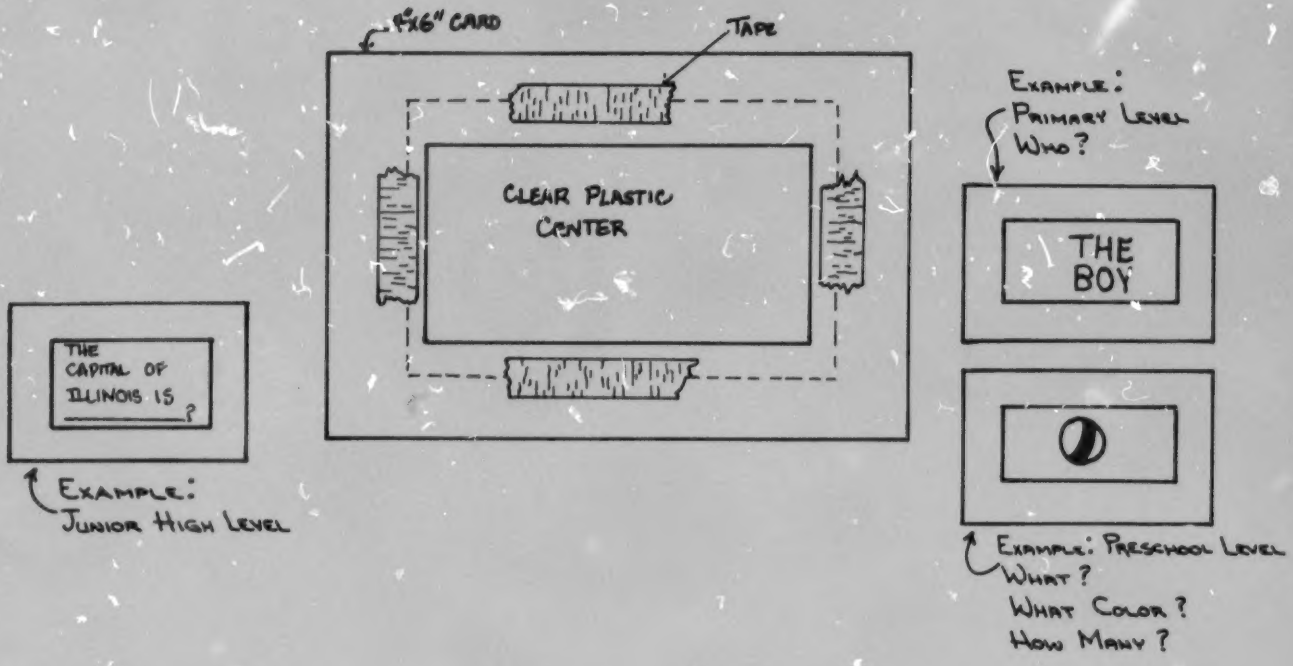
Special Ed. Teacher
(E.H.) K and Jr. High
Meredosia Elementary School

"MINI-TRANSPARENCIES"

ANY AREA OR READING



Grade Levels: Preschool-12 grades **Estimated Cost:** Under $5.00 for 50

Purpose: To increase visual memory, discrimination, and recall.

Materials Needed: Clear acetate or vinyl, or equipment to make transparencies; any number of 4" x 6" index cards, transparency marking pens.

Construction of Item: Cut 2" x 4" rectangles from the center of a file card leaving a 1" border on all sides. If transparency equipment is available (i.e., Thermo Fax copier), divide the master into 2 1/2" x 4 1/2" rectangles. Otherwise cut rectangles of the same size from plastic or clear vinyl, (2 1/2" x 4 1/2"). Mount plastic on card frames with masking tape.

Instructions for Use: The small transparencies may be used in any subject area. They may contain a single letter, combination of letters, words, phrases, colors, pictures, math facts, etc. The teacher places the transparency on the overhead and turns the machine on and off quickly. Using the overhead as a tachistoscope, the teacher can vary the amount of time exposure to the group. Pre-readers can develop a greater attention span and older children can increase their visual memory through expanding the number of items from a single word to longer phrases. The mini-cards may be kept in a card file, categorized alphabetically, by unit, or degree of difficulty.

Contributor: Janet Barbour
4611 Drendell Road
Downers Grove, IL 60515

Head Teacher
Hearing Impaired Unit
Edgewood School

"THINKING CARDS OR FOLDERS"

ANY AREA

Grade Levels: 1-6 grades

Estimated Cost: $1.00-$5.00

Purpose: To teach children to think creatively, do research, use resources like the dictionary and encyclopedia, to organize thoughts in logical sequence.

Materials Needed: 5" x 8" index cards or letter size manila file folders, old magazines, catalogs, rubber cement, scissors, felt tip markers. Laminate if longer life is desired.

Construction of Item: Find pictures, paste on card or folder. Write questions according to the ability of the student who is going to use them. Put a decorative border around card or folder. For purposes of record keeping, these cards can be coded according to difficulty by placing a number in the right hand corner and according to subject area by placing a shape in the left hand corner. Lamination helps to prolong the life of the cards.

Instructions for Use: Each day different cards can be put in the learning center according to subject area. Students can choose from among those you have selected for display that day. They can be used as seatwork by individual students to reinforce, supplement or enrich a lesson. These cards have many uses. For example, a card with a picture of a camera could say, "Whose picture would you like to take? Why? Draw the picture you would take." A card with a picnic basket could say, "What would you like to put in this basket? Where would you go? Did you include the basic food groups?" A card with two closed trunks could say, "What could be in these trunks?" A card with a picture of a phonograph record could say, "If you were this, what would you say?" The cards encourage creative thinking, organizing of thoughts and writing. A card with a picture of a crayon, could say, "How many centimeters is this crayon? Find three other things in the room that are the same length. What is your favorite color? What other things are orange?" On another card there could be a picture of a man with an angry-looking face. The man is talking on the telephone. The questions for the student to answer are: "To whom is the man talking? What is he saying? How does he feel? Why?" Another card could show a boy playing with a dog. The student is asked, "What name would you give the boy and the dog? What do they see? Write what will happen. Write a happy story." Some cards could ask the student to make up a game to fit a picture on a game board. Some cards require the student to use resource books to find the answers. The possibilities are unlimited. For the non-reader or low-reader, the questions could be taped and the student could answer the questions on another tape. When responding on tape, tell the student to say the number on the card before answering the questions so you can evaluate his/her answers.

Contributor: Mildred J. Sims
1006 Stratford Drive
Champaign, IL 61820

First Grade Teacher
Westview School

(FRONT)

(BACK)

HOW MANY CENTIMETERS IS THIS CRAYON?
FIND 3 THINGS THE SAME LENGTH.
WHAT IS YOUR FAVORITE COLOR?
WHAT OTHER THINGS ARE ORANGE?

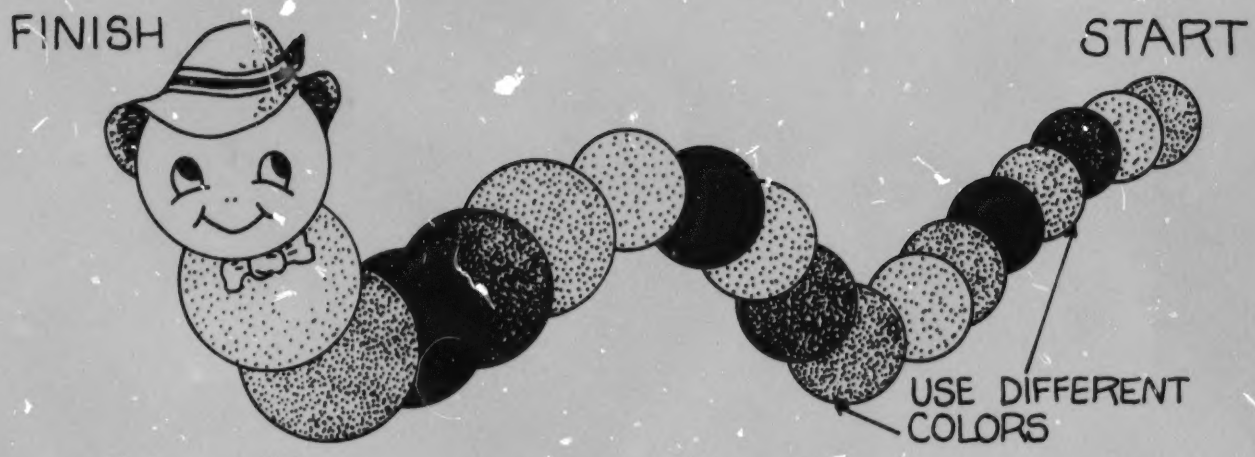
(FRONT)

(BACK)

WHAT WOULD YOU LIKE TO PUT IN THIS BASKET?
WHERE WOULD YOU GO?
DID YOU INCLUDE THE BASIC FOOD GROUPS?

"WIGGLE WORM GAME"

ANY AREA



Grade Levels: 1-4 grades

Estimated Cost: $.50 a card

Purpose: To reinforce learning of new things, a pleasant way to drill an activity.

Materials Needed: 12" X 18" oak tag (tagboard) for game board, button or marker for each player, scraps of colored bristol board or construction paper for Wiggle Worm, clear contact paper, rubber cement for attaching circles.

Construction of Item: To make the Wiggle Worm game board, cut 20 circles (1 1/2" in diameter), 1 funny face, 1 bow tie and 1 funny hat from different colored bristol board or construction paper. Outline pieces with black felt tip pen. Cement pieces to game board to resemble Wiggle Worm. Cover game board with clear contact paper. Cut a large number of game cards (3 1/2" X 2 1/2"). Type a drill word or question on each game card. When making game cards, add some fun cards (e.g., go back a space, go ahead a space, go ahead to a red space). Other interesting ideas may be added. Periodically, add new cards containing new words or questions to the stack of game cards.

Instructions for Use: Give each child a button or marker. Place the stack of game cards face down. Select a player to start. The player draws a card and answers the question. If the first player answers correctly, he/she moves his/her marker ahead 1 space. If he/she misses, he/she forfeits his/her move. Each player takes a turn drawing a card. The player to reach the end of the worm first is the winner.

Contributor: Doris Cress
616 Front Street
Barry, IL 62312

Developmental Reading Teacher
Barry Community Unit School

Grade Levels: K-6 grades **Estimated Cost:** $5.00

Purpose: To reinforce positive behavior and improve academics.

Materials Needed: One 3" nail per student, round washers painted different colors, piece of wood (approximately 2 1/2' x 2' but can be varied), hammer.

Construction of Item: This device is very simple to construct. Hammer nails in horizontal lines into the wood. Space them so each child's name can be written under a nail.

Instructions for Use: This is a reward system and can be varied to suit individual situations. Each time a student completes a subject, the student receives a washer for his/her nail. The washers can be counted at the end of the day for prizes, candy, or activities. Different colored washers can be used for different subject areas. Also, they can be used for reinforcing behavior. Washers could be given for positive behavior and taken away for negative behavior.

Contributor: Maxine Jackson
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Teacher of E.D.
Johnson School

"KINDERGARTEN KEYS TO FIRST GRADE"

BEHAVIOR MANAGEMENT

Grade Levels: K-1 grades

Estimated Cost: $3.00

Purpose: To reward achievement in specific learning skills.

Materials Needed: Colored construction paper (15 different colors), 1 large piece of colored construction paper, long bulletin board pins or straight pins, gummed seals (flags, nursery rhymes, seasonal pictures, small boys and girls, houses, birthday cakes) or drawings could be used, gummed paper reinforcements, paper punch, felt tip pens.

Construction of Item: Make a master pattern of a key from heavy cardboard approximately 6" long and 2 1/2" wide at the base. Staple 2 or 3 sheets of colored construction paper together at the edges so that 2 or 3 keys can be cut out at one time. Use the master to draw enough keys to fill the page. Cut out keys. Punch a hole at the top of each key and reinforce the holes with the gummed paper reinforcements. Decorate with the appropriate gummed seal or sketch (see instructions for use.) Make an attractive background on a bulletin board. Insert in the bulletin board, one long bulletin board pin or straight pin for each child (see illustration.)

Instructions for Use: During the school year, each child earns a variety of colored keys for his/her achievements. These are placed on a key chain (or ring or "twisty") and hung on one of the long bulletin board pins in the bulletin board display. Each key is decorated with a gummed seal or a simple sketch which depicts the achievement for which the key was given.

White key — child's name — small photo, if available — first key on chain.
Red key — nursery rhyme seal — for repeating nursery rhymes — with a goal of 15 for the year. Received as soon as one is repeated.
Dark blue key — American flag seal — for saying the Pledge of Allegiance.
Grey key — seal of a child with hands and feet circled to depict left and right.
Orange key — shapes drawn in black — for knowing and reproducing shapes.
Black key — with coin values written in gold — for recognizing money.
Yellow key — with black thread pulled thru it and tied in a bow -- for tying shoes.
Pink key — marked with 8 different colored stripes — for recognizing colors.
Light blue key — with small calendar page pasted on — for reading the calendar.
Green key — seal of a house — for knowing name, address, and telephone number.
Lavender key — alphabet letters written here and there — for recognition of alphabet, gold star if sounds are also known.
Brown key — "recognizes numerals 1 to """ "Counts to """ — depicting how far child can count and recognize numerals.
Purple key — 4 seals depicting the seasons — for being able to tell something that happens in each season.
Aqua key — birthday cake seal — for knowing age and birthdate.
Gold key — "I CAN READ" — for reading a simple sentence.

Contributor: Virginia L. Fletcher
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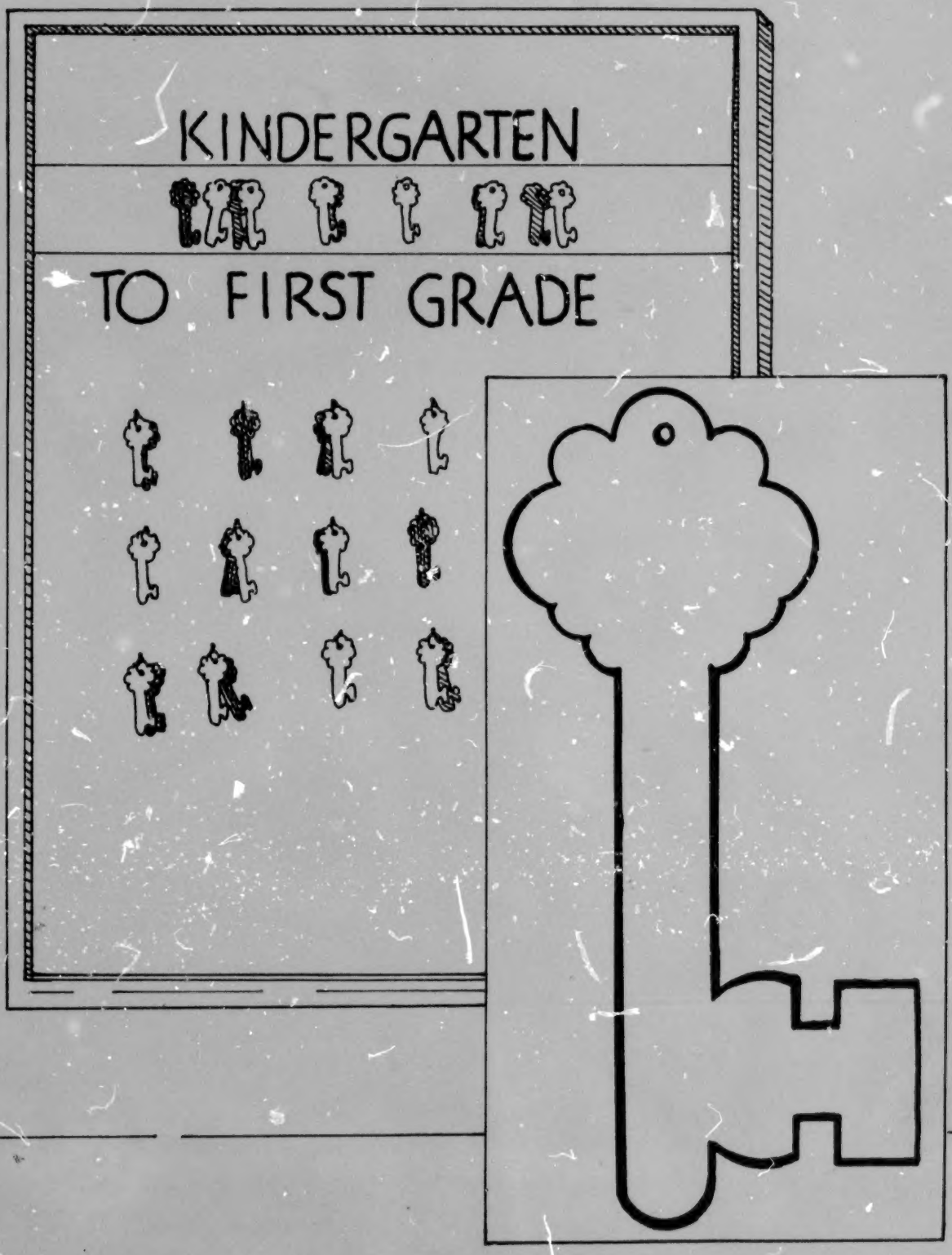
Kindergarten Teacher
Garfield Elementary School


KINDERGARTEN
TO FIRST GRADE

"REWARD SYSTEM"

BEHAVIOR MANAGEMENT

Grade Levels: K-6 grades

Estimated Cost: Minimal

Purpose: To maintain or modify behavior by rewarding positive responses to classroom rules.

Materials Needed: Construction paper, scissors, ruler, stapler or tape, felt tip pen.

Construction of Item: Cut colorful construction paper in 12" x 3" strips (one for each student); fold strips in half; staple or tape closed, along both 6" sides, to make a small pocket. Print one child's name on each pocket in colors. Cut 10" x 2" strips of construction paper (one for each folder). With a felt tip pen, make a #1 on the top of each strip and a #2 on the reverse side.

Instructions for Use: Put the pockets on a wall or bulletin board anywhere in the room. The teacher sets up the rules of the room along with the students' help. Post these rules, written in understandable terms (i.e., sentences, pictures, etc.), somewhere in the room. All of the numbered strips are turned to show #1 at the beginning of the day. When one of the rules is not followed, the offender's strip is turned so the #2 is showing. The system for rewarding students who have a #1 can be varied to meet the needs of individual classes. Rewards can be given hourly, daily or weekly or at whatever interval meets the teacher's needs.

Some good rewards to use are: candy, participation in a favorite game, chips to be used for purchasing a desired prize, special privileges such as delivering notes. The reward should be something the students enjoy.

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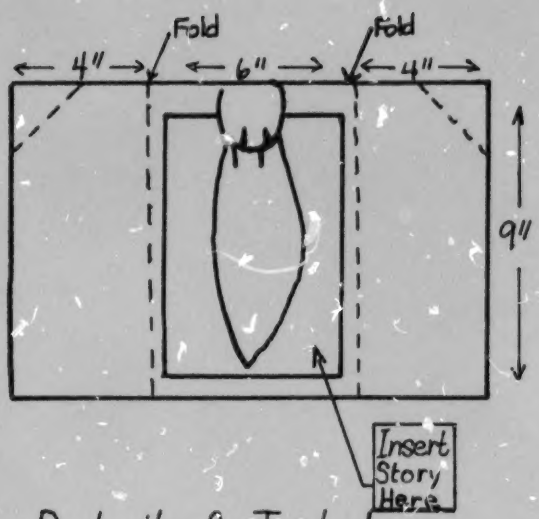
EMH Classroom Teacher
Monroe School



Detail of Jacket

Finished Project

Grade Levels: 1-3 grades **Estimated Cost:** Minimal

Purpose: To study a community worker (the policeman, his duties and his uniform).

Materials Needed: Construction paper (blue, black, and yellow), manila paper, scissors, glue, and crayons.

Construction of Item: To construct the policeman, pieces are cut out and glued together. Pieces may be precut or a pattern may be made on a ditto sheet for children to trace and cut out.

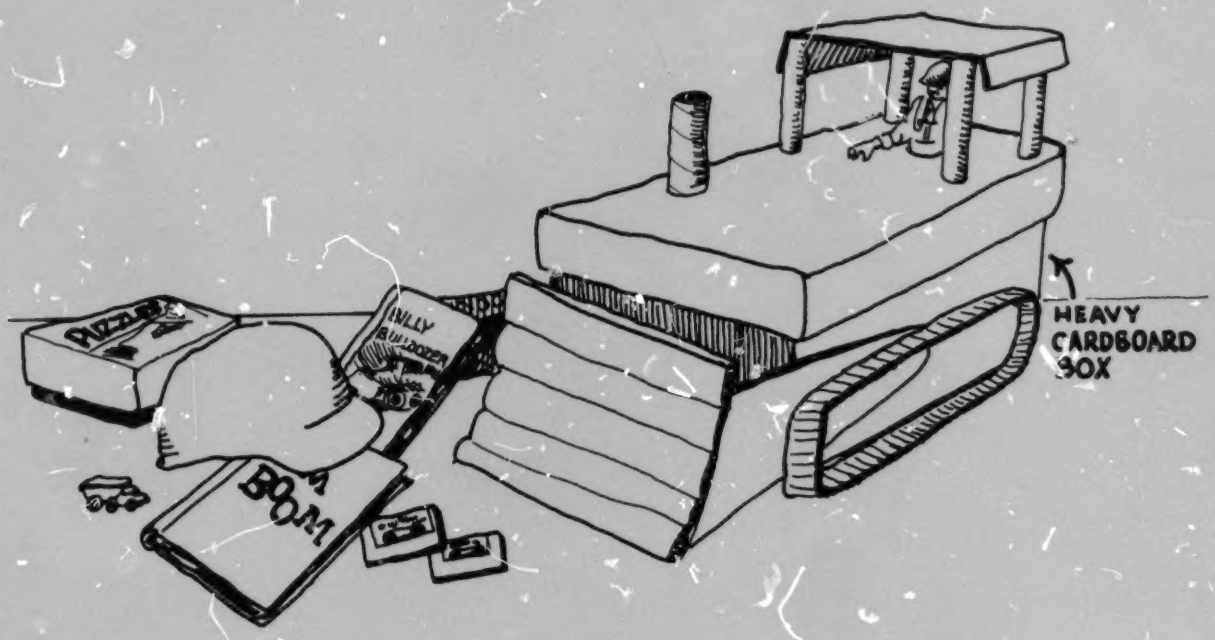
Instructions for Use: After the policeman is made, the jacket can be opened. A story is inserted in the jacket (see illustration). The story is written on a sheet of paper the size of a sheet of ditto paper folded in half. The policeman's tie is glued to a plain piece of white paper and is the first page. The story follows on the second page. Variations: 1) Teacher can write the story and draw the pictures to meet the children's needs. 2) Teacher can put in the pictures and leave lines for the children to caption the picture. 3) Children can write their own stories and include their own pictures. 4) Teacher can write the story and leave blanks for the children to fill in.

Contributor: Cheryl Anderson
1337 South Wolf Road
Des Plaines, IL 60018

Teacher Aide
Forest School

"VO-PAC"

CAREER EDUCATION



Grade Levels: 1-4 grades

Estimated Cost: $5.00 or more

Purpose: To introduce elementary students to various vocations.

Materials Needed: Heavy cardboard box with lid; paint; poster board; 1/4" plywood or masonite; pictures, books, and toys dealing with various vocations; teacher-made film strips or films; anything you can think of to use in teaching a certain vocation.

Construction of Item: One vocation which can be presented is the "Operation of Heavy Equipment." Talk to a contractor and a heavy equipment operator. Obtain company addresses and write to them for information and pictures. Decorate a cardboard box to look like a bulldozer. It will be used to hold all the materials and serve as the Vo-Pac. The Vo-Pac is made from a heavy cardboard box, some extra cardboard, wooden dowel pins, corrugated cardboard strips, glue, paint and the top half of a doll.

Instructions for Use: In order to arouse curiousity and generate enthusiam, the Vo-Pac is set out in the classroom before the unit begins. The Vo-Pac or box, decorated to look like a bulldozer, contains a number of items (made or purchased) pertaining to the operation of heavy equipment. Pictures are dry mounted and laminated. Puzzles are made by first cutting masonite into various shapes, then cutting pictures into corresponding shapes and finally gluing the two together. Notebooks are compiled on the different types of construction equipment. Large manila envelopes may contain brochures and other information. Children's books dealing with construction stories can be obtained from the library. Toy miniatures of construction equipment can be purchased. The following can be made: a film strip showing construction equipment in operation and a cassette tape containing sounds of different equipment and a narration. Someone from the construction industry can be asked to give a presentation to the classroom. A field trip to a construction site can be planned.

Various Vo-Pacs can be made to represent different careers. Several teachers could be involved. Each teacher could make a different Vo-Pac and share it with the others.

Contributor: Brian Skoog
1602 Greenwood Cemetery Road
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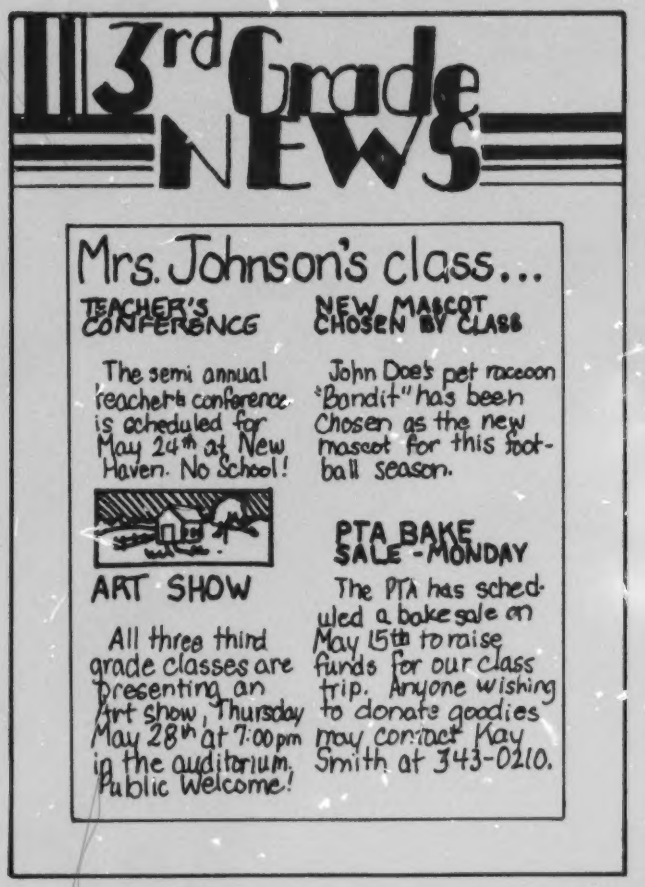
EMH Teacher
South View
Junior High School

"PARENT NEWS NOTE"

COMMUNICATION BETWEEN SCHOOL AND HOME


3rd Grade NEWS
Mrs. Johnson's class...
TEACHER'S CONFERENCE
The semi annual teacher's conference is scheduled for May 24th at New Haven. No School!
NEW MASCOT CHOSEN BY CLASS
John Doe's pet raccoon "Bandit" has been chosen as the new mascot for this football season.
ART SHOW
All three third grade classes are presenting an Art show, Thursday May 28th at 7:00pm in the auditorium. Public Welcome!
PTA BAKE SALE - MONDAY
The PTA has scheduled a bake sale on May 15th to raise funds for our class trip. Anyone wishing to donate goodies may contact Kay Smith at 343-0210.

Grade Levels: K-12 grades **Estimated Cost:** $1.50

Purpose: To develop or continue a positive rapport among parents, teachers and students in the classroom.

Materials Needed: Ditto paper, Ditto machine, typewriter or (handwritten).

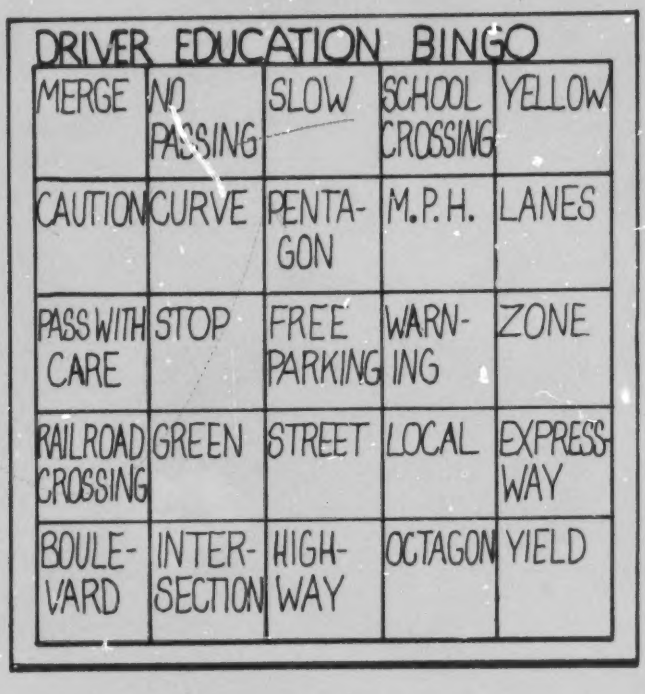
Construction of Item: Type or write on Ditto paper the news articles submitted for inclusion in the news note.

Instructions for Use: The news note could be a weekly, bi-weekly or monthly communication effort between the teachers and students in the classroom and the parents at home.

Students and the classroom teacher should write about any activities that occur in the classroom or school. Information of upcoming PTA meetings, class skits or invitations to visit the classroom could also be included. The articles, in turn, could be typed onto ditto paper that is seasonally decorated around the border by the students.

This positive interaction between the school and the home will alleviate many of the negative feelings that a child may have about notes being sent home or about parent/teacher conferences that are held during the year.

Contributor: Tom Honerkamp
200 Sheffield Drive
Belleville, IL 62228
Special Education Teacher
Red Bud Elementary School



DRIVER EDUCATION BINGO

MERGE	NO PASSING	SLOW	SCHOOL CROSSING	YELLOW
CAUTION	CURVE	PENTA-GON	M.P.H.	LANES
PASS WITH CARE	STOP	FREE PARKING	WARN-ING	ZONE
RAILROAD CROSSING	GREEN	STREET	LOCAL	EXPRESS-WAY
BOULE-VARD	INTER-SECTION	HIGH-WAY	OCTAGON	YIELD

Grade Levels: High School EMH/LD **Estimated Cost:** $3.00

Purpose: To teach students words necessary for understanding the "Rules of the Road" in order for them to pass the test for a driver's license.

Materials Needed: A piece of cardboard (10" x 10") for each bingo card (1 per student), ruler, felt tip pen, index cards to make flashcards, markers to place on the squares, and small prizes for the winners.

Construction of Item: Cut a piece of cardboard into a square 10" x 10". With a ruler and a marker, rule off 25 squares. Make a list of at least 50 words and phrases pertaining to driver education (merge, intersection, stop, pass with care, octagon, etc.) Put one of these words or phrases in each square on the bingo card. The middle square should be marked "FREE PARKING". Make as many of these cards as you need for the class. With your list of words and phrases, make a flash card for each, using index cards and a felt tip pen.

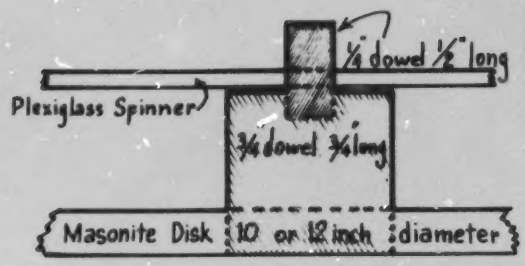
Instructions for Use: Using the flashcards, go over each word or phrase with the students. Ask them to read them if they can; if not, tell them the word. At the same time, see if any students know the meaning; if not, go over the definitions with them. Pass out the bingo cards and play as you would any BINGO game: call out the words and hold up the flashcards. If a student has the word on his/her card, then he/she places a marker on the word. When the student gets 5 words in a row, vertically, horizontally, or diagonally, he/she calls BINGO. The student must then call back the 5 words or phrases he/she marked. The teacher checks to see if the words called back are correct. If so, the student is given a prize (i.e., a piece of candy), and the students clear off their cards to start a new game. The flash cards are then shuffled, and a new set of words are called out to the students. At different times while the words are being called out, the teacher may ask the class what the word means or to use it in a sentence which reflects its meaning.

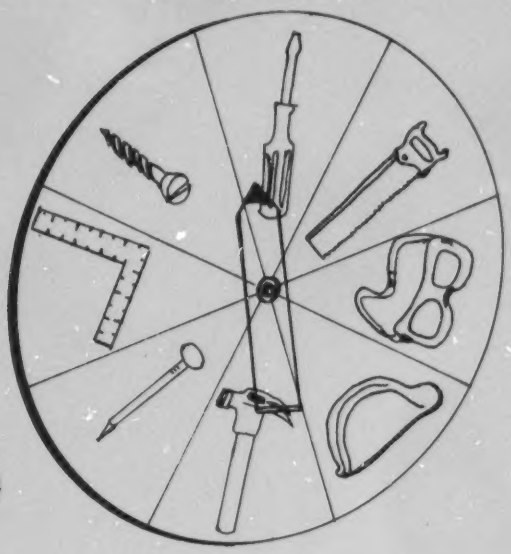
Contributor: Sandra Meyer
3237 North Kenmore
Chicago, IL 60657

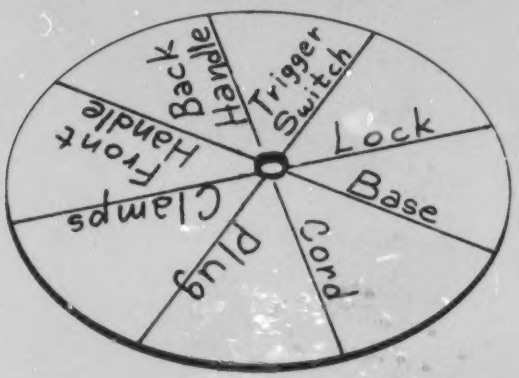
EMH Teacher
John Marshall High School

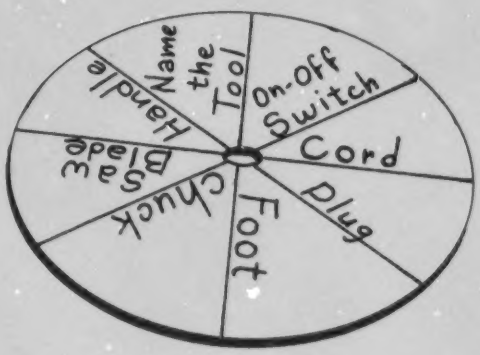
"SPIN-A-TOOL"

INDUSTRIAL ARTS—HOME MAINTENANCE









Grade Level: TMH 9-21 years (2-6 players) **Estimated Cost:** $5.00

Purpose: To teach the names of tools and parts of power tools.

Materials Needed: Masonite circle (1/4 inch or 3/8 inch thick and 10-12 inches in diameter), 3/4 inch dowel (3/4 inch long), 1/4 inch dowel (1/2 inch long), poster board, felt tip marker, glue, plexiglass arrow (1/4 inch thick), several tokens for each player.

Construction of Item: Using a coping saw, cut out an arrow from the plexiglass. Using a 1/4 inch auger bit, drill a hole in the middle of the arrow. Next, using the same 1/4 inch bit, drill a hole in the end of the 3/4 inch dowel and glue the 1/4 inch dowel in the hole in the end of the 3/4 inch dowel. Drill a 3/4 inch hole in the middle of the masonite circle and glue the 3/4 inch dowel in the hole. Cut a circle from poster board and paste pictures of tools on it. Cut a 3/4 inch hole in the center of the poster board circle. Place the poster board circle on the 1/4 inch dowel and slide it down the two dowels until it rests on the masonite circle. Place the plexiglass arrow on the 1/4 inch dowel. It should rest on the top of the 3/4 inch dowel.

Instructions for Use: Give each player several tokens. Each player puts out a token. Player 1 spins the spinner. After it stops on a picture of a tool, player 1 calls on player 2 to name it. If player 2 names the tool, he/she gets the tokens and the right to spin the spinner. If player 2 is wrong, player 1 gets the tokens and gets to spin again. The player with the most tokens at the end of the game wins.

"TAKE THE 'BE' STING OUT OF YOUR ORAL LANGUAGE"

LANGUAGE—CORRECT USAGE

Grade Levels: 3-6 grades

Estimated Cost: $1.00

Purpose: To increase oral language skills and standard English by teaching the correct usage of the verb, "be".

Materials Needed: Two pieces of poster board (1 piece 14" X 20" and 1 piece 24" X 30"), 20 (5" X 8") unlined index cards, and felt tip pens.

Construction of Item: Letter the explanation board (14" X 20") as illustrated. Using the illustrations as models, draw a beehive and a bee on a separate piece of paper. Cut out both the bee and beehive patterns. Fasten the beehive pattern to the game board (24" X 30") as illustrated. On each of the 5" X 8" index cards, print a sentence similar to the samples given below. Instead of printing the word "be" as shown in the sample sentences, leave a space large enough to cut a slot and insert a bee pattern. Cut the slot in each index card and insert the bee patterns in the slots (see illustration).

Instructions for Use: Using the explanation board, explain to the students that we should not say, "I be", "You be", "He be", etc, but instead, we should say, "I am," "You are," "He is," etc. Go over the lesson on the explanation board with the students several times so they understand the lesson. To play the game, the game board is needed, and each student will need a game card (one of the 5" X 8" index cards containing one of the sample sentences which uses the verb "be" incorrectly). To begin the game, each student reads his/her sentence incorrectly by saying "be" at the place in the sentence where the bee pattern appears. Next, the student is to correct the sentence by substituting the correct word for the "bee" pattern. If the student makes the correct substitution, the student gets to remove the bee pattern and keep it as a token reward.

Sample Sentences:

1. I **be** at home every night.
2. He **be** talking in class.
3. The baby **be** playing in his crib.
4. Mother **be** angry when I break something.

Contributor: Yvonne J. Marion
Project Speak
1005 State Street
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Oral Language Teacher
Monroe Elementary School

GAME BOARD

TAKE THE STING OUT OF YOUR ORAL LANGUAGE

PLACE STACK OF GAME CARDS HERE

STUNG SENTENCES

UNSTUNG SENTENCES

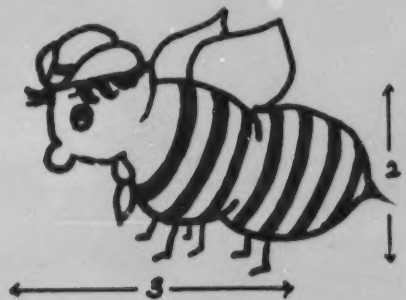
24"

30"

I [bee] AT HOME EVERY NIGHT.

SAMPLE SENTENCE

BEE PATTERN



TAKE THE [bee] STING OUT OF YOUR ORAL LANGUAGE

☹ DO NOT SAY
"I BE" "YOU BE" "WE BE"
"HE BE" "SHE BE" "THEY BE"

☺ DO SAY
"I AM" "YOU ARE" "WE ARE"
"HE IS" "SHE IS" "THEY ARE"

20"

14"

EXPLANATION BOARD

"LETTERS TO THE EDITOR"

LANGUAGE—CREATIVE WRITING

Grade Levels: 6-9 grades

Estimated Cost: $1.00 or less

Purpose: To teach letter writing skills, encourage reading of newspaper articles and columns such as "Letters to the Editor," and provide opportunities for creative writing.

Materials Needed: Letter-size manila file folders (cut in half), newspaper articles, copies of "Letters to the Editor" which are in response to the newspaper articles, clear contact paper, rubber cement.

Construction of Item: Cut out a newspaper article and a reader's reply letter to the editor regarding the issue in the newspaper article. On the front of the large manila card, cement the newspaper article. On the back, put the reader's reply letter to the editor. Cover the cards with clear contact paper to make them last longer.

Instructions for Use: The large manila cards offer many opportunities for use. First of all, they can be used as a creative letter writing exercise after a skill review lesson. Also, they may be used as discussion activities. The teacher could read the article aloud and have the students write their own letters to the editor. Then they could compare their own letters to the one submitted to the newspaper editor from a reader.

After the students become used to writing letters to the editor, you may want to expand the activity to include writing newspaper features. Students could also take the reported situation and try to create a short story which explains the emotions behind the story.

Contributor: Sheryl Lee Hinman
1220 Knox Street
Galesburg, IL 61401

Department Chairperson
English/Gifted Education Teacher
Lombard Junior High School

Newspaper Article

Tax hike could help pay crossing guards

State law would allow the city council to levy a special 2-cent property tax to fund the school crossing guard program, which was cut from this year's budget.

The municipal code permits cities of up to 500,000 in population to impose such a tax, in addition to the general levy, to pay crossing guards.

A tax of 2 cents per $100 assessed valuation could raise more than $100,000.

The mayor said the city, as a home-rule community, could have raised its property tax levy without special authority to fund the program.

"But no one has suggested that (a tax increase). I have seen no indication of anyone wanting their property taxes increased," the mayor said Thursday.

City funding for the crossing guard program, paid in the past with a combination of grant and tax money, will end when school adjourns next week.

The mayor said he is seeking money other than city tax revenue to pay the crossing guards. He said he might complete a proposal in July.

Deletion of the crossing guard program was among the most controversial budget cuts approved by the city council. Even so, council members say they are not convinced supporters of the program want their taxes raised to fund it. It is believed funding for the program can be found without raising taxes. Additionally, they don't believe enough groundwork has been laid to convince the public that we need to raise taxes as opposed to restricting our expenses.

The school district superintendent said he thinks city residents would favor a tax hike to pay crossing guards — if they were convinced the city has no other way to fund the program.

"I'm not fully persuaded that there would not be a way for the city to fund this program without raising taxes," the superintendent said. Last week he said he hopes the city will find money "at least to finance the most hazardous of the school crossings."

"Given the posture of the council and the mayor at the moment, some people will say if the mayor and the city council do not provide crossing guards that the board of education should do so," he said.

The superintendent said he has checked with a number of other Illinois cities that fund school crossing guard programs. "In every instance, the city was going to continue to offer the program. If they can do it, I don't see why we can't here," he said.

FRONT

Letters to the Editor

City council under attack

Dear Editor,

The recent decision by our mayor and city council not to fund our school crossing guards is incongruous to say the least. Our city council suggested that the school district pay this cost when in fact this is against the law. They also suggested that our PTAs and parent associations could help defray the expenses for this program, or set up a voluntary program.

The people of this city already pay taxes which should cover taking care of the safety of our future leaders.

A voluntary program will not and cannot show the dedication our crossing guards have demonstrated toward our children. We have tried to express to our city leaders that we, as taxpaying citizens, want professionals safeguarding our children to and from school. We realize that times are difficult and that money is tight. However, we are not willing to make sacrifices that will jeopardize the safety of our children.

If our city leaders had to make cuts in the budget, why didn't they cut a few of their personal expenses and the money spent to fancy up a ball park (one quarter of a million dollars)?

When a visiting dignitary or politician visits our city, the police protect them; our children are no less important.

I know a volunteer crossing guard system won't work. The main difficulty with unpaid guards is that they would have little or no authority. What would happen if a child was injured or killed? Would the volunteer mother be sued? What if a mother volunteered and on her day to work there was illness in her family? What would be her priority? Her family, naturally! This would leave a crossing unprotected.

Why doesn't the city council listen to the voice of the people? I guess the only way to make them listen is through the ballot box the next election.

Respectfully,

Judy Jones
PTA Safety Chairperson

BACK

"PICTURE SHOWAND TELL GAME" LANGUAGE OR READING

Grade Levels: 2-4 grades **Estimated Cost:** $1.00

Purpose: To strengthen students' ability to analyze pictures; to strengthen their vocabulary and sequencing ability; to develop their creativity and originality.

Materials Needed: 3" x 5" index cards (you decide how many). Select pictures from any of the following sources: magazines, comic strips, newspapers. If you are an artist, you may prefer to draw the scenes yourself.

Construction of Item: Decide how many cards you will need. Cut pictures from any of the above sources, then glue pictures on one side of the cards. If possible, laminate the cards to preserve them. Try to select pictures that require sequential order.

Instructions for Use: Turn each card face down. Let each player select a card. Each student has one minute to study the picture and two minutes to tell about the picture. This game is not played to win or lose, but merely to strengthen the students' ability to analyze pictures and express orally what they've seen. If a student is unable to tell about the picture at that moment, probe the student to get him/her to see certain features in the picture (e.g., Ask the student, "Does the picture contain things that are in the classroom?") The last alternative is to allow him/her to make another selection. Return that card to the discard pile. After the students have described each picture, have them place the pictures in sequential order to form a story.

Variations:

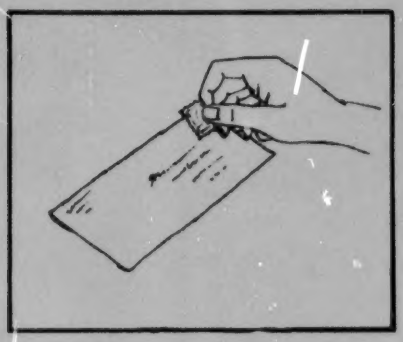
Creative Writing: Use the same procedure, but instead of oral responses, have the children write what they see on their cards.

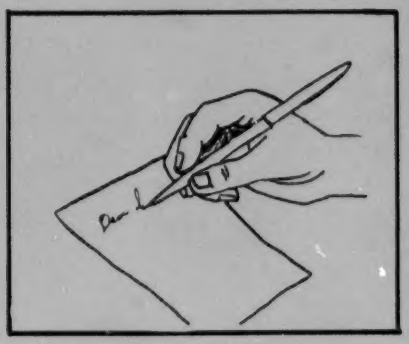
Concentration: Take all of the cards and turn them face down on the table. A player turns up two cards searching for a related pair or match. He/she continues until a match can't be made, then the next player draws. The winner of this game is the one who has the most pairs.

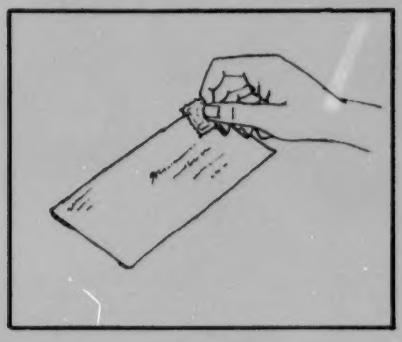
Oral Reading: The teacher may write several sentences on the back of the cards and let the children read them aloud.

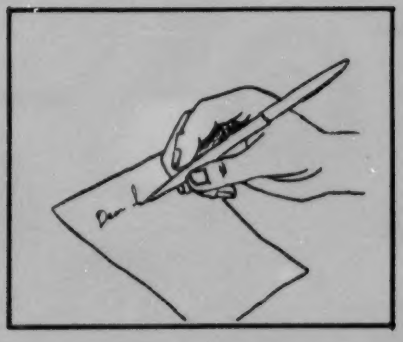
Contributor: Maxine W. Banks
1600 Belmont, Apt. 1
East St. Louis, IL 62205

Reading Teacher
Project Conquest



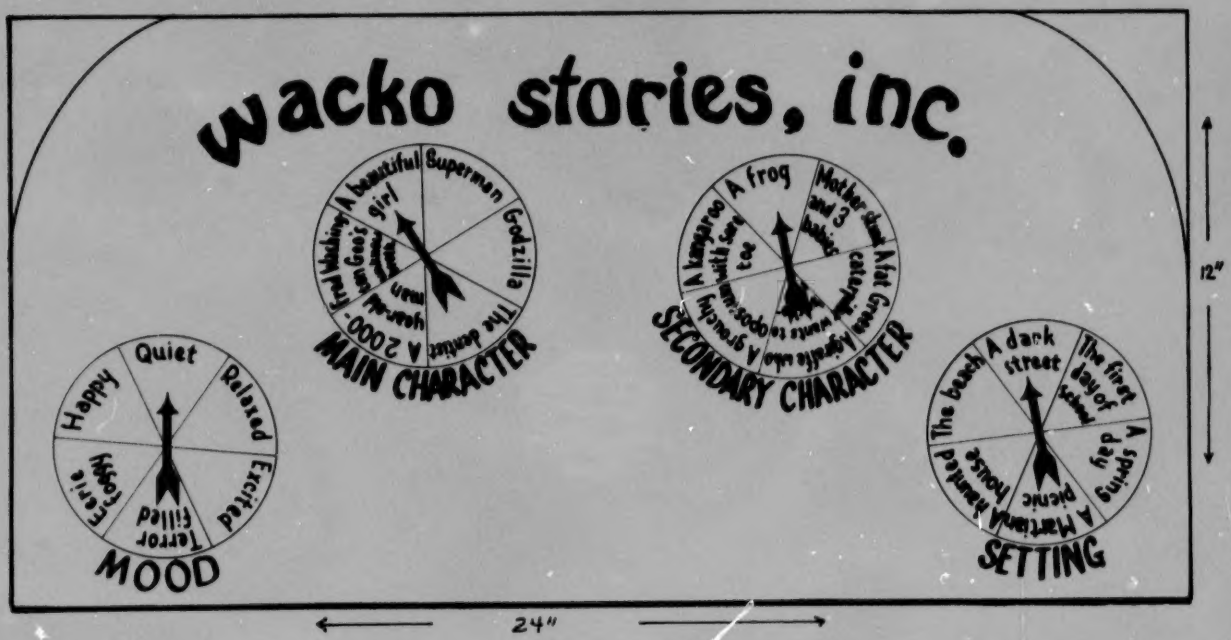






Tell About Picture

Put in Sequential Order



Grade Levels: K-12 grades **Estimated Cost:** $1.00

Purpose To give students unique possibilities for writing creative short stories.

Materials Needed: Heavy cardboard (12" X 24") for game board, four arrows and four 4" circles for spinners.

Construction of Item: Paint game board and circles if desired. Divide each circle into sixths and label each space. Attach arrows to circles and the circles to game board.

Instructions for Use: This board may be used individually or with a group. Spin arrow in each category and begin writing. Combinations for funny stories are guaranteed.

Main Character

1) A beautiful girl
2) Superman
3) Godzilla
4) The dentist
5) A 2000-year-old man
6) Fred Washington, George's unknown brother

Secondary Character

1) A grouchy opossum
2) A giraffe who wants to be short
3) A kangaroo with sore toe
4) A frog
5) A fat, green caterpillar
6) Mother skunk and 3 babies

Mood

1) quiet
2) relaxed
3) excited
4) terror-filled
5) eerie, foggy
6) happy

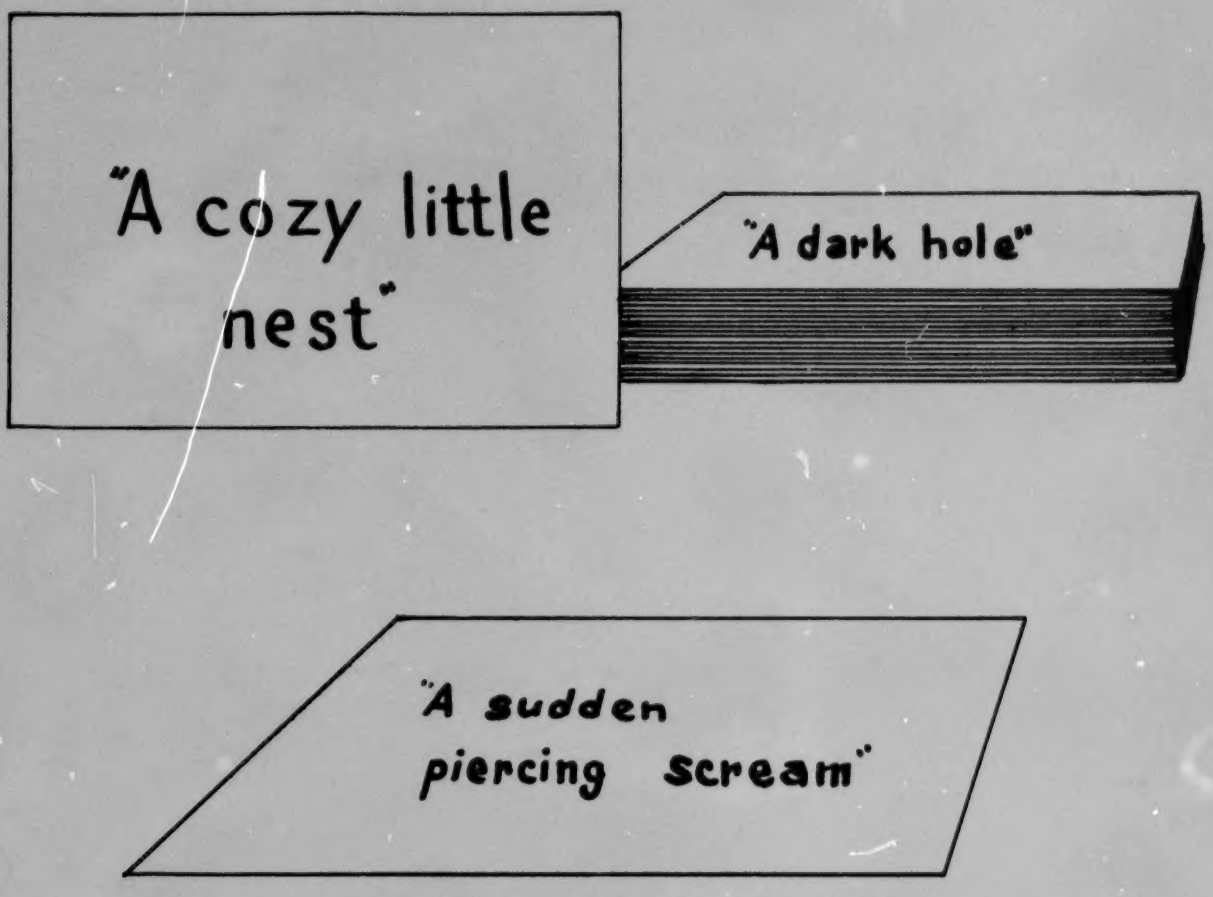
Setting

1) A haunted house
2) The beach
3) A dark street
4) The first day of school
5) A spring day
6) A Martian picnic

Contributor: Lin Miller
25 W. 560 Piccadilly Road
Wheaton, IL 60187

Hard of Hearing
Resource Teacher
Westfield School

"WRITTEN FORMULATION" LANGUAGE—CREATIVE WRITING



Grade Levels: 3-6 grades **Estimated Cost:** Minimal

Purpose: To increase productivity of written formulation.

Materials Needed: 3" x 5" index cards.

Construction of Item: Write on cards descriptive phrases such as "a cozy little nest," "a sudden piercing scream," "tiny specks of black soot," etc.

Instructions for Use: Student draws three or four index cards and then creates a story in which he/she meaningfully uses the phrases he/she selected.

Contributor: Evelyn Lewin
9700 Crawford Avenue
Skokie, IL 60076

Learning Disabilities
Resource Teacher
Highland School

"SURPRISE BOX"

LANGUAGE—EXPRESSIVE ORAL LANGUAGE

Grade Levels: K-1 grades **Estimated Cost:** $.90

Purpose: To motivate curiosity; to recall something seen briefly and then verbalize about what has been perceived.

Materials Needed: Large cardboard shoe box with lid, adhesive-type decorating paper or gift wrap paper and polymer, felt tip pen or adhesive-backed alphabet letters.

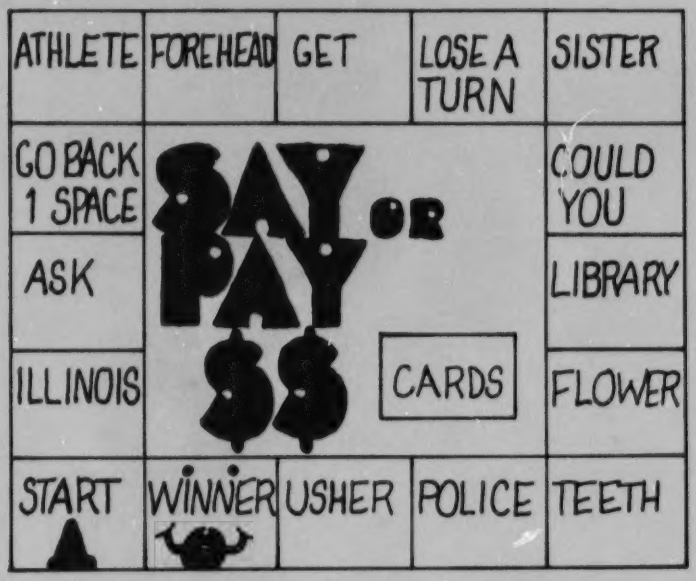
Construction of Item: Cover a shoe box and lid with a plasticized adhesive paper of suitable design or cover with gift wrapping paper and apply several coats of polymer. Write SURPRISE BOX on the lid (or use alphabet letters to spell out the words).

Instructions for Use: Each day place one or more objects in the box to be "discovered" when the opportunity presents itself. Tell the children to "peek" and then return the lid. Sometime during the class session ask, "Did anyone look in the SURPRISE BOX today?" Have students describe what they think they saw *without* repeating what another student has already said. Encourage them to respond with a sentence describing either the color, shape, texture, use, etc. This is an excellent way to correlate or introduce a tangible object with the lesson for the day. Examples: materials for or a sample of an art project, small toys or objects to represent the sound being learned for a letter, alphabet letters to arrange in order, puppets, fruits and vegetables, rhyming objects, a new game, etc.

Contributor: Virginia L. Fletcher
1767 North Edward Street
Decatur, IL 62526
Kindergarten Teacher
Garfield Elementary

"SAY OR PAY"

LANGUAGE—STANDARD PRONUNCIATION



Grade Levels: 3-6 grades **Estimated Cost:** $1.00

Purpose: To reinforce the use of standard pronunciation.

Materials Needed: Poster board, felt tip marker, ruler, word list, play money, index cards, markers (i.e., colored chips, corn kernels, miniature toy cars).

Construction of Item: To make the game board, draw blocks around the outside edges of the poster board and leave the middle area clear (see illustration). The number of blocks you draw depends on the number of words you wish to use. In each block, print a word that is often mispronounced by the non-standard user. In order to add variety to this activity, print in several blocks "go back 2 spaces" or "lose a turn." There needs to be one block with the word "start" in it and one block with the word "winner" in it. Write a number "1" on 10 index cards and a number "2" on 10 index cards. Shuffle the cards and place them in the box in the middle of the game board.

Instructions for Use: Each student is issued one dollar in play money for each word on the game board. The teacher tells the students that for every word a student mispronounces, the student must *pay* the teacher one dollar and must stay on that word until he/she pronounces it correctly. The cards in the middle area have either a one or two printed on them. The number tells the student how many moves to take. If the student picks a card with the number 2 on it, he/she moves two spaces and pronounces the word written in that space. If the student pronounces the word correctly, the student looks forward to his/her next turn. If the student mispronounces the word, the student pays the teacher one dollar, and he/she must pronounce the word correctly before moving again.

This activity can be easily adapted for other language activities...homonyms, antonyms, contractions, abbreviations, etc.

Contributor: Brenda Watson
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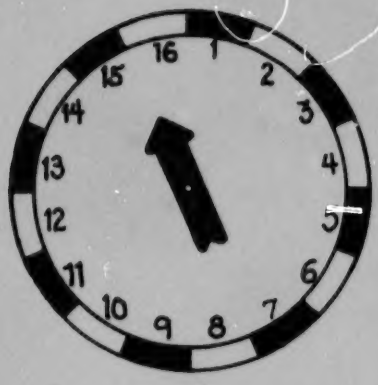
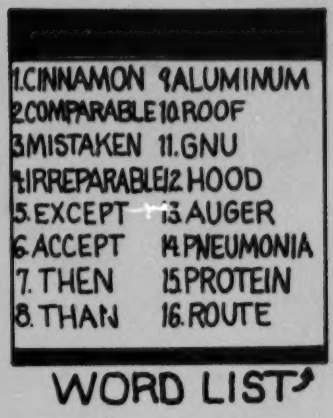
Oral Language Teacher
Project Speak
Dunbar School

"PRONUNCIATION BINGO"

LANGUAGE OR READING — VOCABULARY





Grade Levels: 2-9 grades **Estimated Cost:** $1.00

Purpose: To improve pronunciation of words. To enrich vocabulary.

Materials Needed: A numbered list of sixteen frequently mispronounced words; bingo cards (with the sixteen selected words in squares, with four across and four down); cardboard spinner with numbers 1-16; corn kernels, chips, or markers of any materials.

Construction of Item: Use paper or cardboard to make the word list, bingo cards, and the spinner (see illustration).

Instructions for Use: Supply each student with a bingo card and chips. Taking turns...each student spins the arrow on the spinner to determine which word he/she is to pronounce on the word list. If the word is pronounced to the satisfaction of the teacher and the other students, the student may place a chip on the successfully pronounced word on his/her bingo card. Each student follows the same procedure until one of the students successfully pronounces four words across, down or diagonally. The first student to do so is the winner.

Contributor: Elizabeth I. Lewin
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Language Instructor
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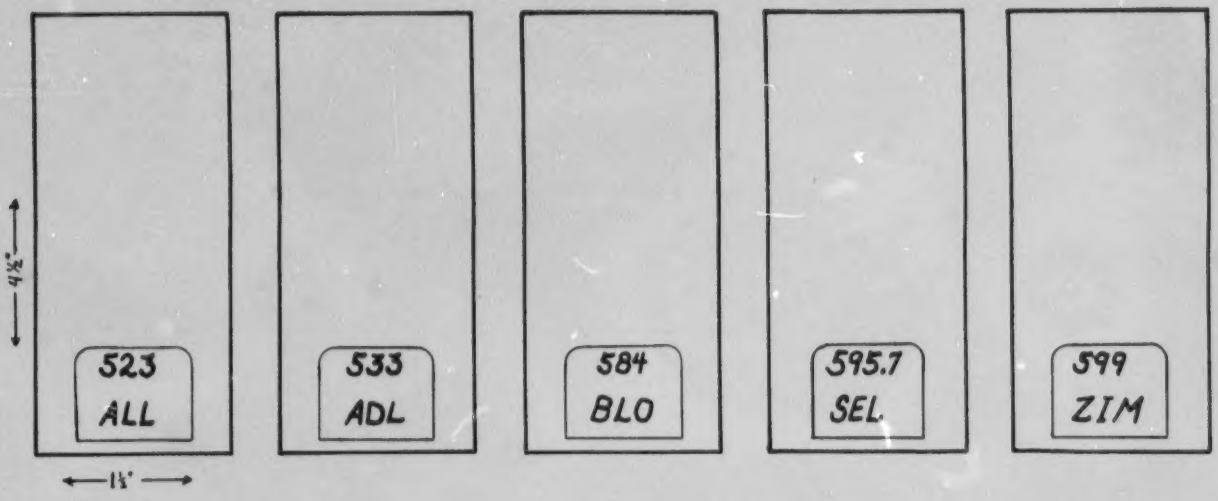
"LIBRARY BOOK SPINES"

LIBRARY MEDIA SKILLS



Grade Levels: 4-7 grades **Estimated Cost:** $1.00

Purpose: To give students practice in arranging library books in order, and to help them transfer this knowledge to finding books on the shelves; to teach students how to identify fiction and nonfiction by the call numbers on the label of a book's spine.

Materials Needed: Construction paper, laminating film, adhesive spine lables. (Pre-printed labels with call numbers often come in multiple copies from library book jobbers who send processing kits. Here is a use for all those "extras".)

Construction of Item: Mark off 1 1/2" x 4 1/2" lengths on pieces of construction paper. Apply a spine label to one end of each strip to simulate a book spine. Laminate sheet. Cut apart.

Instructions for Use: 1) Group five or six spines within one Dewey decimal category (e.g., the 500's) and clip together. Give one such packet to each child to put in order. 2) Group fiction spines together. Have the children put them in alphabetical order by the letters in the author's names. 3) Group a packet of labels, which include Dewey decimal numbers, fiction, and easy labels, together. Direct children to separate fiction from nonfiction.

Contributor: Marilyn Miklas
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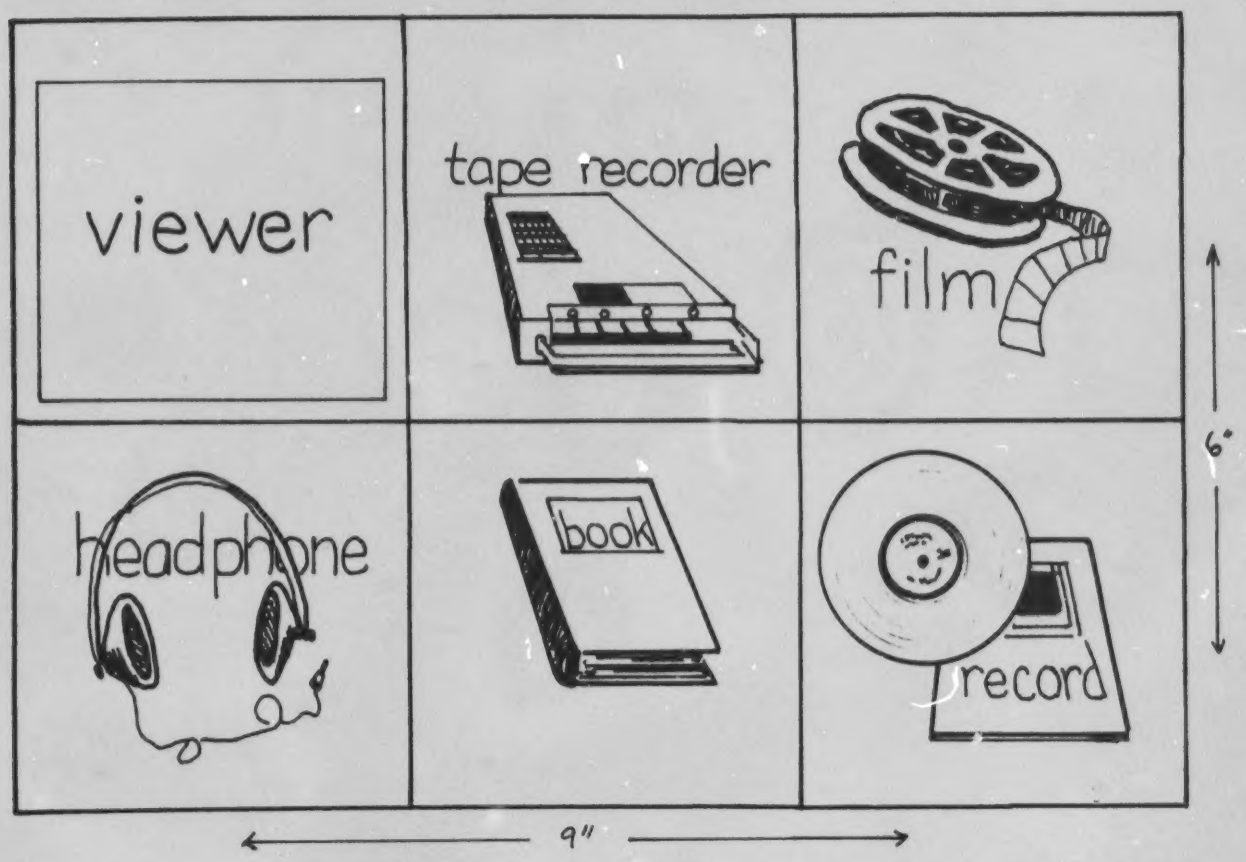
Library Media Specialist
Bottenfield Elementary School



Grade Levels: 2-4 grades (4-12 players) **Estimated Cost:** $1.20

Purpose: To give students practice in identifying and naming learning materials and equipment used in a library media center.

Materials Needed: Oak tag (tagboard) sheets (12" x 18"), felt tip pens, pictures cut from library materials' and equipment procedures' catalogs.

Construction of Item: Cut each 12" x 18" sheet of oak tag into 6" x 9" cards (4 per sheet). Mark off each card into 6 boxes of equal size (3" x 3"). Paste pictures cut from library catalogs, one picture per box, each card containing six different pictures. Make each card unique. In each box, print the name of the pictured item under the picture. Cut 3" x 3" cover squares out of the oak tag. Write the same names on these squares as are under the pictures on the cards. Make several "covers" for each picture.

Instructions for Use: Each child chooses a lotto card (6" x 9" card with pictures). The "cover squares" are placed face down in the center of the table. Children take turns drawing from the center pile. The child draws a card and reads aloud the word on the cover square. He/she covers a picture on his/her card if there is a match and then takes another turn. If there is no match, the play passes to the next child. The winner is the one who covers his/her whole card first.

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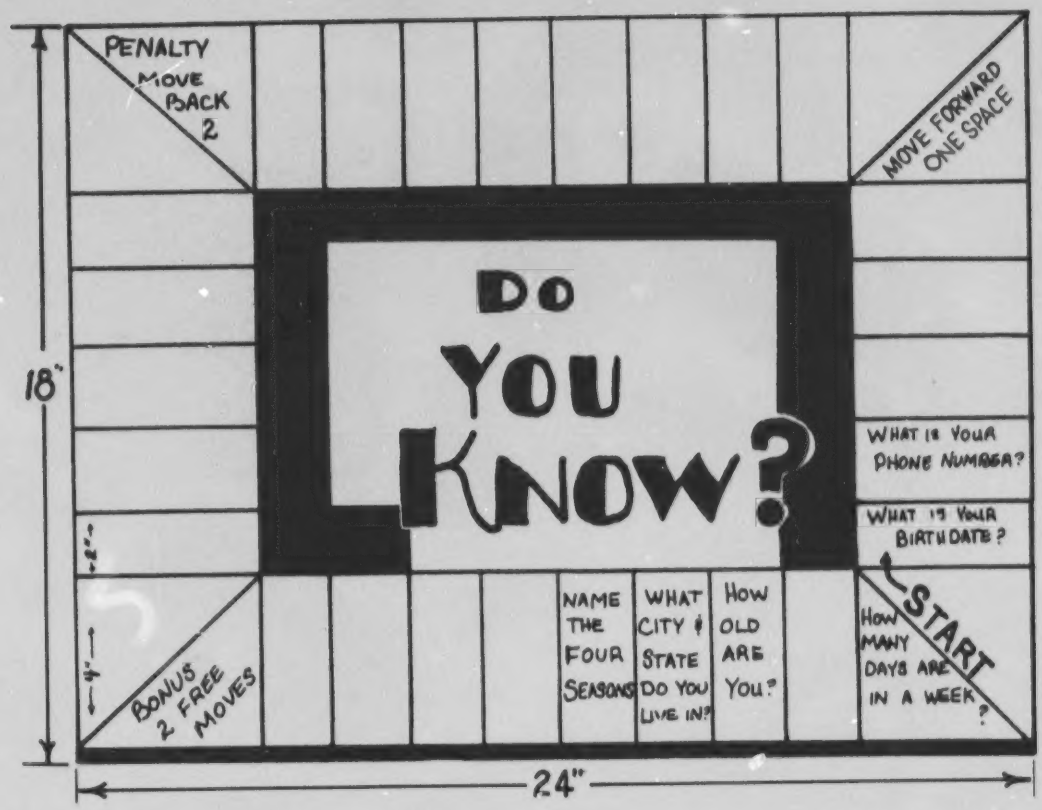
"DO YOU KNOW?"

MATH OR SOCIAL STUDIES



Grade Levels: 3-4 grades

Estimated Cost: Minimal

Purpose: To help students learn important practical everyday information along with academic subjects.

Materials Needed: Poster board (18" x 24"), meter stick, felt tip pen, any small cubed object to serve as a die, and construction paper.

Construction of Item: Measure and put a dot four inches from the corner on the outside edge of the poster board in both directions on all four corners of the poster board. Draw lines to connect the dots. Divide the remaining space into squares 2 inches wide. In each square write any question desired. In one square write the word "start". One or two bonus and penalty squares should be provided. In the center of the board, write "Do You Know?" Cut various colored construction paper into circles (about the size of a quarter) to use as markers. On the cube (die), put numbers with six being the highest.

Instructions for Use: Place the game on a flat surface visible to all students. Let the first student throw the die to determine how many moves to make. Once the move has been completed, the student answers the question to which he/she moved. If the student answers the question correctly, the student throws again. If the student is incorrect, the student waits until his/her next turn. When an incorrect answer is given, the other students are allowed to answer the question. However, some of the questions can only be answered by the student involved (e.g., birthdate, address, phone number).

Contributor: Brenda Malloyd
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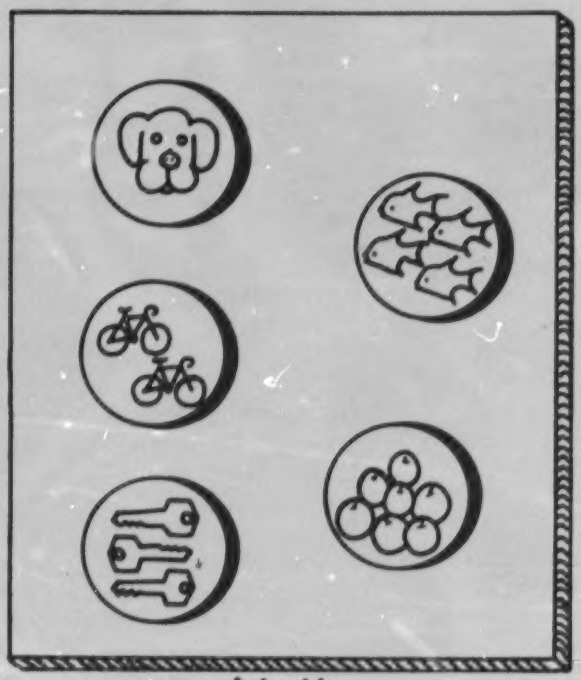
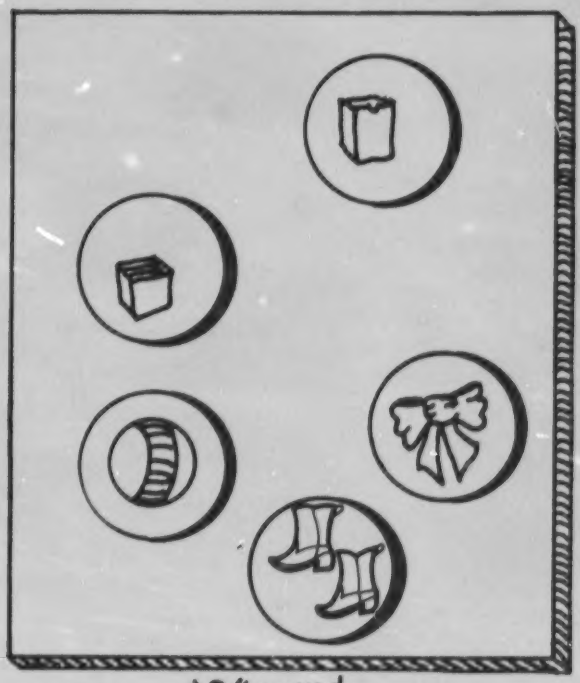
Dunbar Elementary

"FELT BOARDS"

MATH OR READING



Math



"B" sound

Grade Levels: K-3 grades **Estimated Cost:** $4.00

Purpose: To emphasize and clarify semi-abstract lessons.

Materials Needed: 1 yd. of felt or flannel for nine student felt boards, nine pieces of tagboard (10" X 12" — one piece for each student's felt board), rubber cement, tagboard backing for pictures, felt or flannel scraps, pictures of single items cut from magazines.

Construction of Item: Cut felt or flannel to fit 10" X 12" tagboards. Use rubber cement to attach the felt or flannel to the boards. Cut out pictures from magazines and glue them to pieces of tagboard which are the same size as the pictures. Glue felt or flannel scraps to tagboard on the back of the pictures.

Instructions for Use: These felt boards are purposely smaller than regular size felt boards so each child can have his/her own felt board. These are especially useful in small groups when introducing math concepts of addition and subtraction. They can be used in any subject area where you would use a regular-size felt board.

In *Math,* ask children to show 3 + 2 and the answer. Any 3 pictures can be used and 2 more added.

In *Phonics,* ask children to find pictures that begin with the sound of b, etc.

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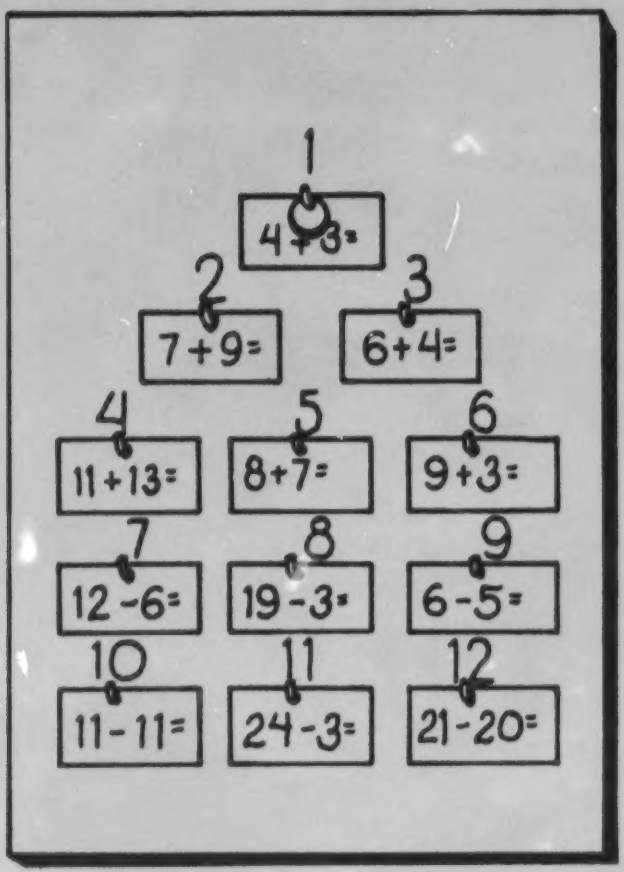
Teacher of E. D.
Johnson School

"GAME OF TOSS"

MATH OR READING



Grade Levels: 1-6 grades **Estimated Cost:** $1.00 or more

Purpose: To reinforce any skills to be learned.

Materials Needed: 1 piece of plywood (2' x 3'), 12 rubber jar rings, 12 cup hooks, 12 assorted laminated skillcards for each skill area (about 2" x 3").

Construction of Item: Screw 12 large cup hooks in the shape of a pyramid on the piece of plywood. Give each place on the pyramid a point score. Write problems on the cards and laminate them. Punch holes in the top of the cards. On each hook, hang a laminated card.

Instructions for Use: The students toss the rubber jar rings from a designated spot on the floor. The harder concepts are assigned the larger numbers on the board. If a student is working with sight words, the more difficult sight words would merit the higher number values. A student tosses the twelve jar rings on his/her turn. When a ring lands on a hook, the task on the card must be performed, i.e., work the problem, say the word, match it, etc. If the task is performed incorrectly, the student doesn't receive the point value. Total the points at the end of the student's turn. The next student takes his/her turn from the same spot on the floor. The student with the highest score wins.

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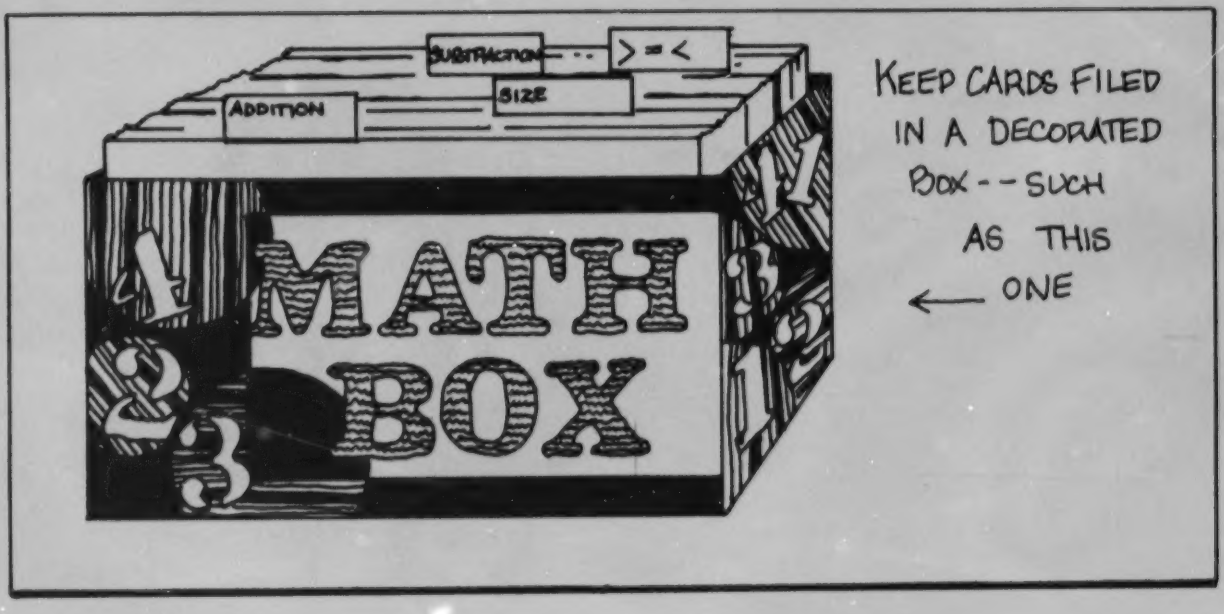
Learning Disabilities Teacher
Edgewood School

42

"MATH BOX"



Grade Levels: 1-3 grades **Estimated Cost:** $2.00

Purpose: To give students individualized "work" that is fun.

Materials Needed: Any sized index cards, box to hold index cards, felt tip markers, clear contact paper and any ideas you have for extra math practice.

Construction of Item: Cover old box with bright contact paper. Make cards that could be used either of two ways — written on and wiped off or to just give directions. Cover each card with clear contact paper to protect against "dirty" fingers.

Instructions for Use: First, decide which areas the students need work on or introduce some new area. Spend some time making games on the cards. File them in the Math Box. Show the students how to pick a card from a specific file in the Math Box and play each game. Then let them continue on their own. In a short time, the students will know how to play the games and read the directions. The teacher can then concentrate on those students who need to master specific skills.

Contributor: Sandra L. Minor
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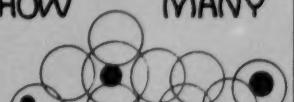
Teacher
Hawthorn School

FINISH FREDDIE'S

FUNNY FRECKLES

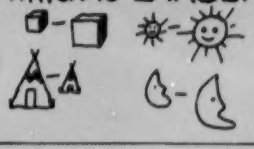
HOW MANY



CIRCLES???

PLAY FREDDIE'S FRECKLES... FIND MARKER WITH CORRECT ANSWER- PLACE ON FRECKLE.

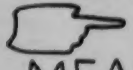
WHICH IS LARGER?



EXAMPLES

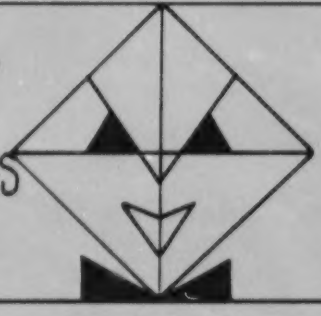
COUNT THE BEANS

USE YOUR



TO MEASURE THE ROOM

HOW MANY TRI- ANGLES ???



PLAY "SPILL THE BEANS" WITH A FRIEND

"SPINNER GAME"

MATH OR READING

Grade Levels: K-2 grades

Estimated Cost: $2.50

Purpose: To provide practice in any of the following: auditory discrimination, long vowels, short vowels, decoding words, rhyming words, contractions, compound words, responding in complete sentences, basic math facts or number combinations.

Materials Needed: Press board or a piece of plywood, nails, old workbooks or magazine pictures, index cards or tagboard, rubber cement, paper punch, scissors, piece of strong string or cord, a hook for hanging, contact paper or laminating film.

Construction of Item: Cut a circle (about the size of a large garbage can top) from the wood. Hammer in nails (about six inches apart) around the edge of the circle. Go through old workbooks and magazines to find pictures that emphasize the objective to be taught. Cut out pictures and paste each of them on a piece of tagboard or an index card. Punch a hole in the center at the top of each card. Hang one card on each nail. Store extra cards in a box. Drill a hole in the top of the wooden circle. Put a piece of strong cord or string through the hole and hang on a secure hook or nail. Make a spinner from the leftover wood. Fasten it in the center of the wooden circle.

Instructions for Use: Place cards on the nails located around the edge of the circle. Select cards that emphasize the objective you're trying to reinforce. For instance, if your objective is to have the children learn the sounds of the long vowels, use pictures of objects with long vowels. Have a child come up and spin the spinner. When the spinner stops, the child is to remove from the nail the card that the spinner is pointing to. If it is pointing to a picture of a boat, the child says, "This is a boat. It has a long o." If the child is correct, he/she keeps the card. Then the next child takes a turn. The child with the most cards at the end of the time is the winner. Long vowel and short vowel words can be mixed. This activity can also be used for beginning and ending consonant sounds or rhyming words. Sight words can be used. It can be used with two or more children or by one child. For contractions, put cards with contractions on the nails. After a child spins and removes a card containing a contraction, have the child tell what two words make up that contraction. For compound words, print half of the compound word on one card, and the other half on another card. On the first spin, the child takes one card and on the second spin, he/she takes a second card. If the child makes a compound word using the two words, the child gets a point. If the child doesn't, the child can either put the first card back or keep it. The child with the most compound words wins.

For math place cards containing the facts on the nails. Have a child spin the spinner. When it stops, the child gives the answer to the fact that the spinner is pointing to. If correct, the child keeps the card; if not, it remains on the circle. The process can be reversed by putting the answers on the circle and having the children tell what the problems are. The spinner wheel can be used for a variety of games. Only a few are mentioned here.

Contributor: Mildred J. Sims
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First Grade Teacher
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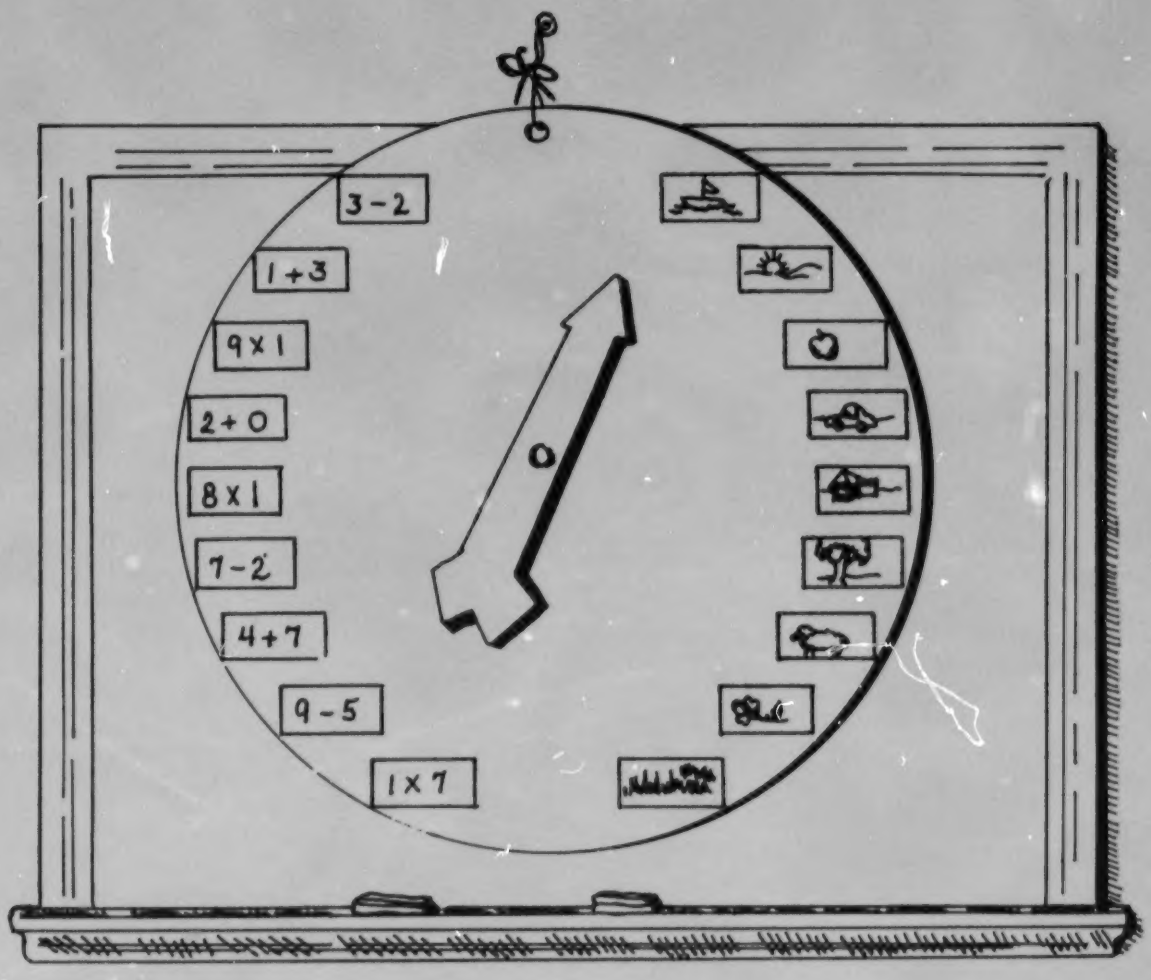
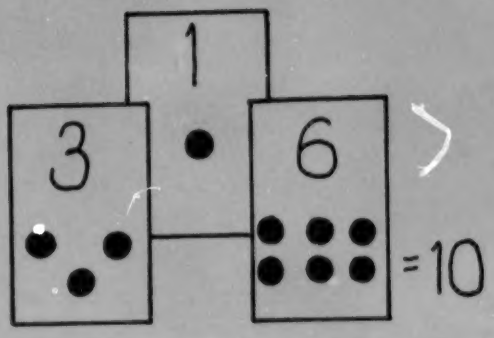
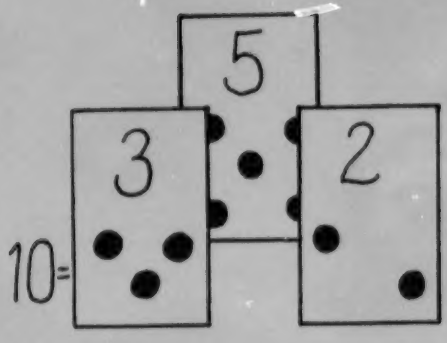

3-2
1+3
9x1
2+0
8x1
7-2
4+7
9-5
1x7

"THREE NUMBER ADDITION"





Grade Levels: K-3 grades (2-4 players) **Estimated Cost:** $1.00

Purpose: To provide practice in finding three number combinations that are equal to the sum of 10.

Materials Needed: 45 plain index cards (3" x 5") and a felt tip marker.

Construction of Item: Divide the 45 cards into 9 groups of 5 cards. Make a group of 1's using the numeral (1) and a dot, a group of 2's using the numeral (2) and two dots, a group of 3's...to a group of 9's.

Instructions for Use: Have a dealer shuffle the cards and give each player 5 cards. The player then sees if he/she can use 3 cards that will make the sum of 10 when added together. The dealer gives each player a card after each has had a turn to play or pass. The player who has the most addition combinations wins the game.

Contributor: Lillian Collier
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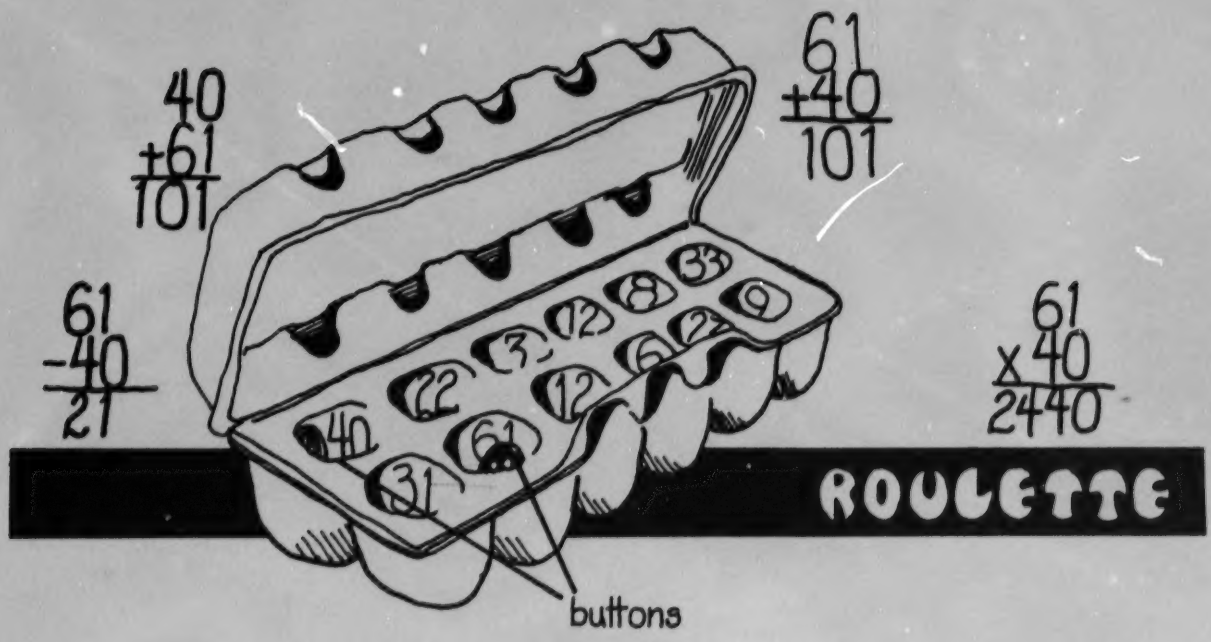
First Grade Teacher
Attucks Elementary School

"EGG CARTON ROULETTE"

MATH—COMPUTATION



Grade Levels: 1-12 grades **Estimated Cost:** Minimal

Purpose: To increase skills in number recognition or basic mathematical skills.

Materials Needed: One egg carton, two or three buttons, felt tip pen.

Construction of Item: Write a number in each section of the egg carton. Numbers should correspond with the degree of difficulty of the skill level being covered, e.g., one-, two-, or three-digit numbers, or fractions.

Instructions for Use: Place 2 buttons inside container. Student shakes carton and opens it to see where the buttons have landed. The student then adds, subtracts, multiplies or divides the numbers — whichever operation is designated by the teacher. To increase difficulty, three buttons can be used. This can be used as an independent or small group activity.

Contributor: Roger John Hawk
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Learning Disabilities Teacher
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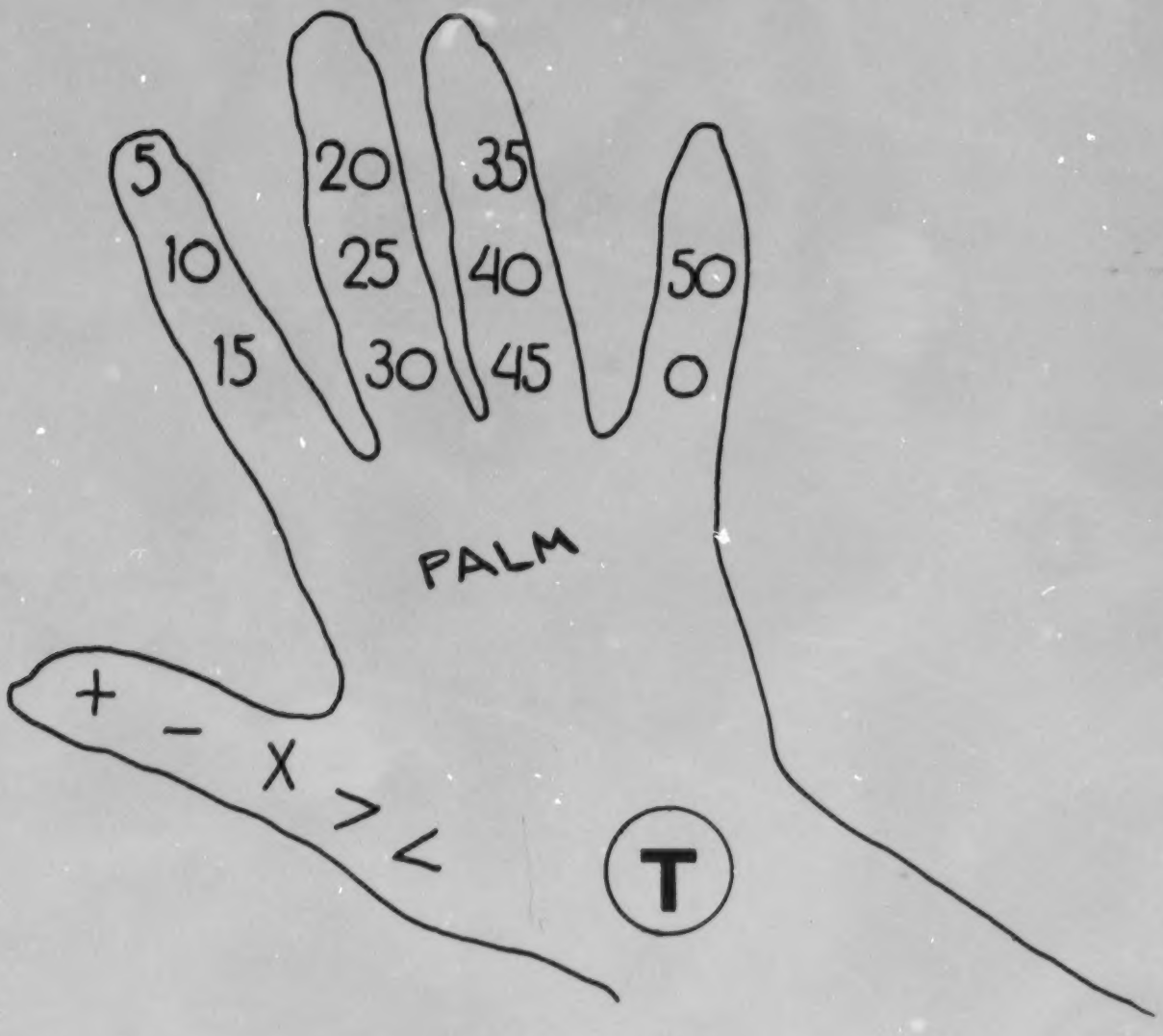
"MATH HANDIPULATOR"

MATH—COUNTING BY 5'S, 10'S



Grade Levels: 2-6 grades **Estimated Cost:** $1.00

Purpose: To practice math skills while improving finger differentiation.

Materials Needed: Ditto paper.

Construction of Item: Outline your hand on a ditto master. Where your wrist would be, put a small circle with the letter "T" in it for thumb. On each finger, put multiples of 5 (or multiples of 10 or 2 depending on the number concept being taught). Give a copy to each student.

Instructions for Use: Put your thumb (right hand) on T. Use your pointer finger (or middle finger) to point to the correct answer. First problem: 3 x 5 = ___ Students must use designated finger to locate designated answer.

Contributor: Carl W. Hupert
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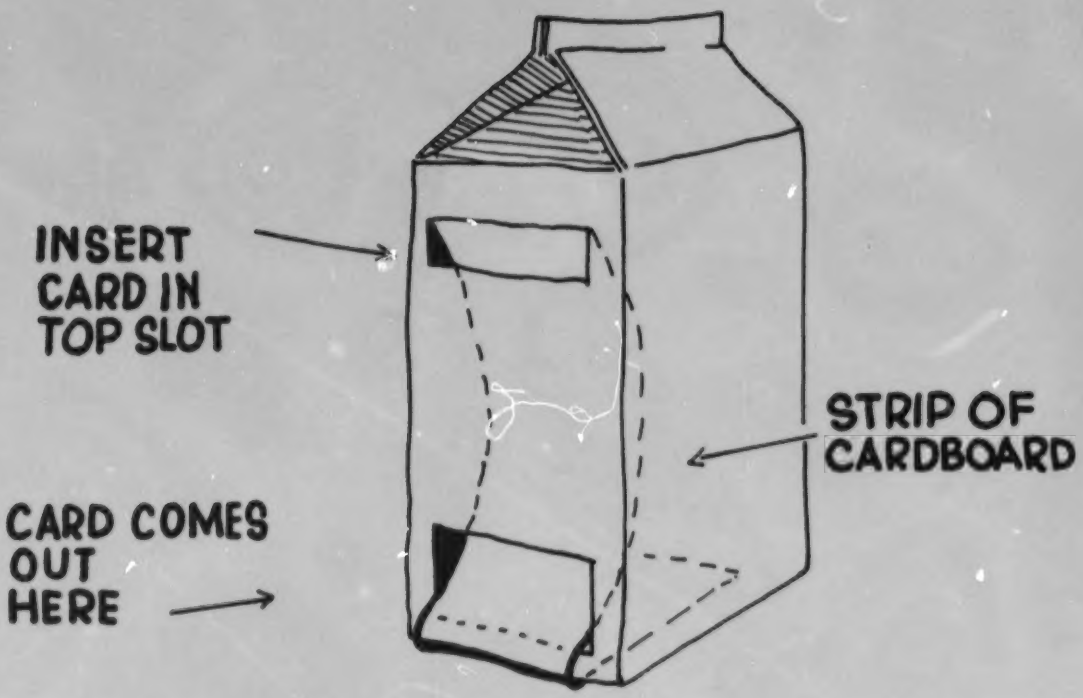
Second Grade Teacher
Hale School

"COMPUTER FOR MATH"

MATH—FACTS



Grade Levels: 1-6 grades **Estimated Cost:** $.50

Purpose: To learn the math facts.

Materials Needed: 1 milk carton, 2 1/2" strip of cardboard, 2" x 1" cards, contact paper, 2 paper fasteners, scissors.

Construction of Item: Cut a slit near the top of a milk carton. Cut an opening near the bottom of the carton. Place a long strip of cardboard down through the carton and have it come out the bottom opening. Bend the strip back on the outside bottom of the carton and secure with masking tape. Fasten securely at the top with fasteners. Cover the carton with contact paper. Make cards (2 in. x 1 in.). Put a problem on one side of each card and the answer on the other side.

Instructions for Use: Put the card into the computer with the problem facing up. The answer on the bottom of the card will be seen as the card slides out the bottom of the carton.

Contributor: Jean Runyan
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Loup City, NB 68853
Special Education Resource Teacher
Loup City Public Schools

50

"M.A.D.S. GAME"

MATH—FACTS

Grade Levels: 3-7 grades

Estimated Cost: $5.00

Purpose: To motivate students to learn the combinations of adding single numbers. (Division, multiplication, and subtraction can also be reviewed by using cards instead of dice.)

Materials Needed: 9 (1") wood beads, 9 dowel rods (1/4" x 2 3/4"), 1 pine block (3/4" x 2 3/4" x 14"), 1 masonite base (1/4 x 1 5/8" x 14"), 3 nails (1 3/4" or #18), 2 sets of numbers ranging from 1-9, shellac, nine different colors of paint or enamel, one pair of dice (the larger the better).

Construction of Item: 1) Cut pine block to size. 2) Layout, punch and drill 9 holes in pine block with 9/32" drill, 1 1/8 inch deep. 3) Sand pine block smooth. 4) Cut masonite base to size. 5) Sand masonite base smooth; fasten masonite base to pine block with nails and glue. 6) Cut 9 (1/4") dowel rods to 2 3/4 inch length. 7) Smooth ends of 9 dowel rods. Glue one end of each dowel rod into a bead into which a 9/32" hole has been drilled. 8) Score each section of block with knife so that it looks like 9 small blocks lined up side by side. 9) Shellac all parts. 10) Paint each section of pine block and its corresponding bead the same color. 11) Attach numbers to each side of blocks. 12) Rub wax on shaft of dowel rods.

Instructions for Use: The first player rolls the dice. He/she may remove the beads matching his/her roll or any combination of numbers that equal his/her total. For example, a player rolls 4 and 5. The player may choose to remove 4 and 5, 7 and 2, 9, 8 and 1, or 6 and 3. The player continues to roll the dice until he/she rolls a total which does not match any of the remaining beads. The numbers of the remaining beads are totaled to arrive at the first player's score.

The beads are replaced and the other players take their turns. The player with the lowest score (The numbers on the remaining beads on the block are totaled.) wins the game. It is possible to clear the block of beads. Special recognitions could be given for this feat.

In place of dice, 3" x 5" cards with problems in division, multiplication, and subtraction can be used.

Contributor: Rolland Hoehn
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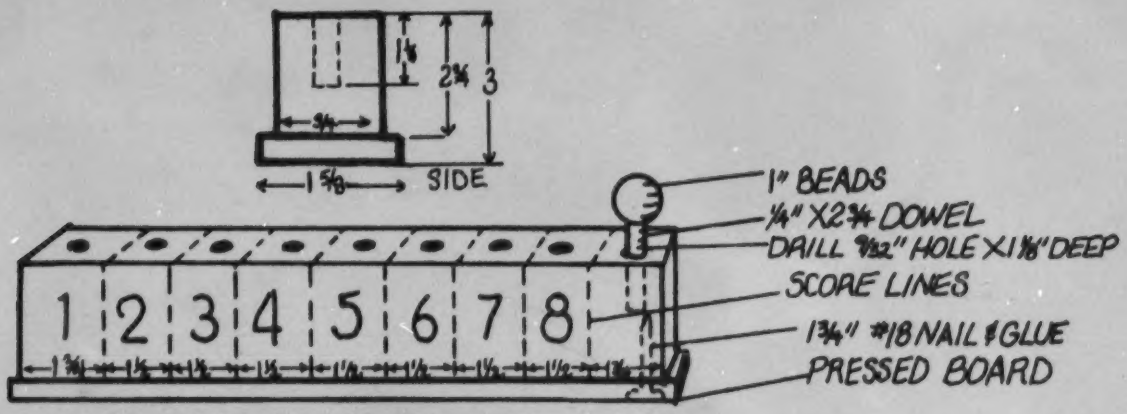
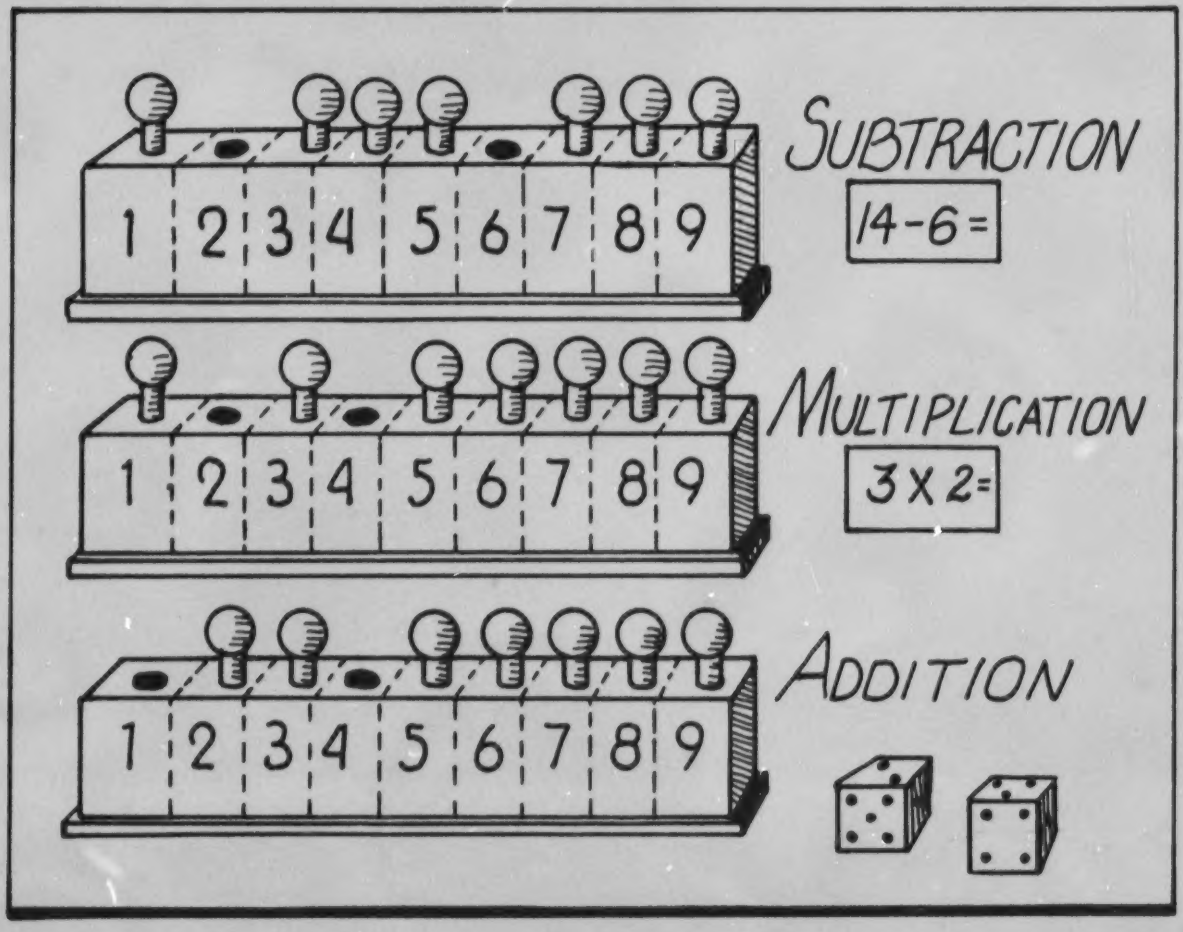
Media Specialist
Instructional Media Center

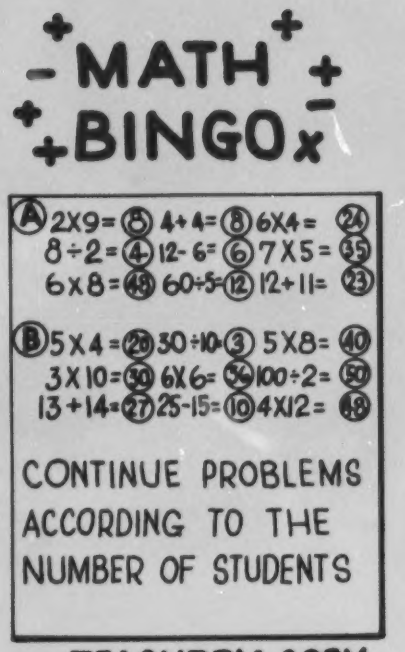

1¼
2¾
3
SIDE
1" BEADS
¼" X 2¾ DOWEL
DRILL 9/32" HOLE X 1⅛" DEEP
SCORE LINES
1¾" #18 NAIL & GLUE
PRESSED BOARD
1 2 3 4 5 6 7 8

M·A·D·S

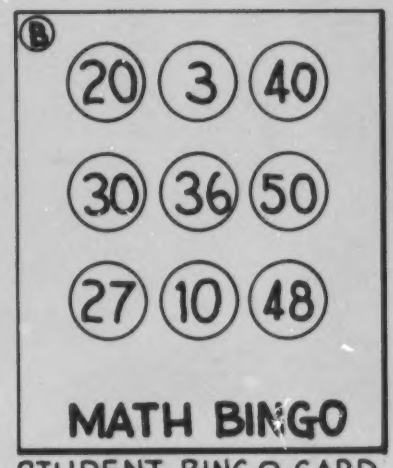
X + ÷ −


1 2 3 4 5 6 7 8 9
SUBTRACTION
14-6=
1 2 3 4 5 6 7 8 9
MULTIPLICATION
3 X 2=
1 2 3 4 5 6 7 8 9
ADDITION

STUDENT BINGO CARD



TEACHER'S COPY



STUDENT BINGO CARD

Grade Levels: 3-7 grades **Estimated Cost:** $1.00 or less

Purpose: To review and enrich the four major areas of math.

Materials Needed: Spirit Master (or photocopier), 8 1/2" x 11" paper, clear laminate for "teacher's copy", grains of corn or paper chips (paper squares) for markers, grease pencil.

Construction of Item: Make 9 circles (2 1/2" in diameter) with compass as shown in the illustration. (T-square and triangle may be used for more accuracy in aligning the centers of each circle.) All drawing and lettering should be made with lead pencil. Using a spirit master or photocopier, run off as many "blank" student sheets (student sheets without answers in circles) as may be needed. Number each student sheet in upper left corner, starting with one, for each student playing the game. Prepare "teacher's copy" and laminate same. Write "answer" numbers in circles on each student's sheet (as per illustration).

Instructions for Use: Issue each student a student sheet and 9 paper chips (or grains of corn). Teacher should then inform students which way to "Bingo" (vertically, horizontally, diagonally, or play corners). Teacher should then call out problems for students to find correct answers, and students place corn or chips on answers. Each time a problem is called, teacher checks off same with grease pencil on teacher's copy so as not to repeat any one problem. When a student "Bingos", he/she must call back the answers he/she put markers on. The teacher checks to see if the answers called back are correct. The teacher may clean off teacher's copy with tissue or cloth in preparation for the next game at some future date.

Contributor: Rolland Hoehn
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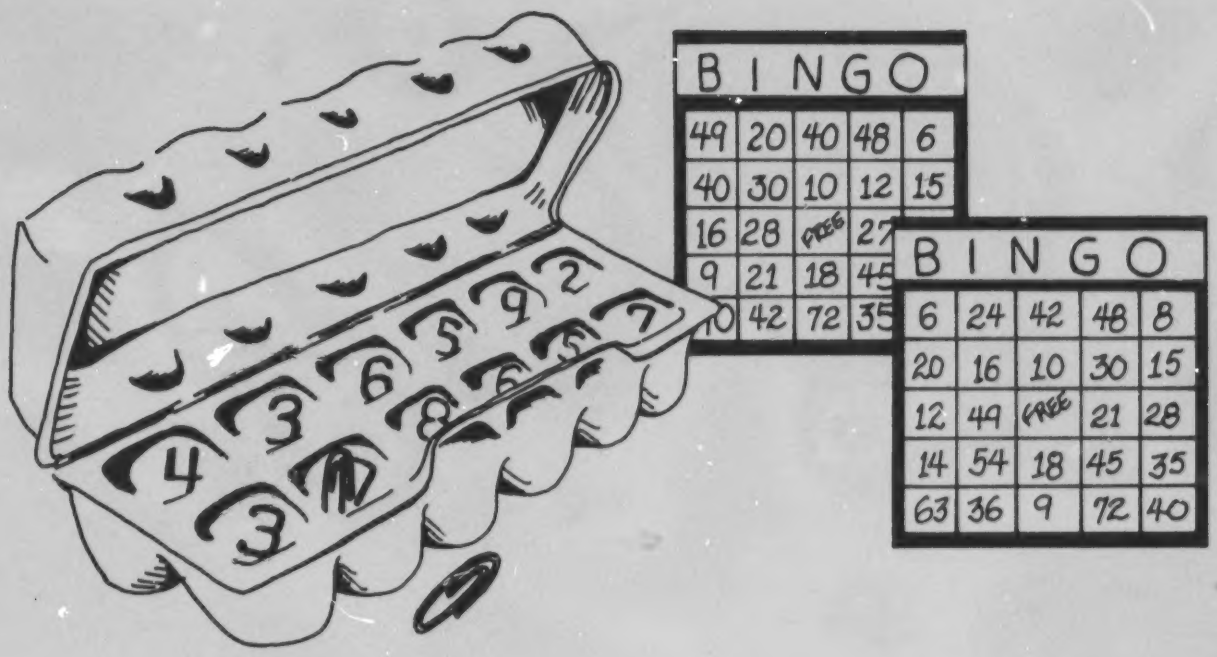
Media Specialist
Instructional Media Center



Grade Levels: 4-10 grades (2 players) **Estimated Cost:** Minimal

Purpose: To improve recall of multiplication facts.

Materials Needed: Egg carton, 2 paper clips, construction paper.

Construction of Item: Make two bingo cards consisting of twenty-five spaces. Mark the middle space free. Write the answers to specific multiplication facts in the spaces on the cards that the students need to review. In the bottom of each space in the egg carton, either write the multiplication factors or write them on little slips of paper that fit inside each space. Make markers by cutting squares out of construction paper the size of the spaces on the bingo cards.

Instructions for Use: The two paper clips are dropped inside the egg carton and the lid is closed. The children take turns shaking the closed carton. Each child after shaking the carton opens the lid, multiplies the numbers on which the paper clips land and covers the answer on his/her card with a marker. The first child to get five across, down, or diagonally wins.

Contributor: Anita Brooks
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Learning Disabilities Teacher
Carrollton Elementary School

"NAME IT AND CLAIM IT"

MATH—FACTS

	3	2	1	4	7	6	5	8
+								
=	7	5	6	8	9	8	10	13
+	2	3	4	2	5	4	1	3
=								
+								
=	12	10	15	20	16	14	17	18

— 21" —

— 27" —

Missing Answers
2nd Row: 4, 3, 5, 4, 2, 2, 5, 5
5th Row: 9, 8, 10, 10, 14, 12, 11, 16
6th Row: 3, 2, 5, 10, 2, 2, 6, 2

Grade Levels: 3-4 grades

Estimated Cost: $2.00

Purpose: To aid students who are having difficulty learning the facts to find the missing numerals in addition and subtraction facts.

Materials Needed: Light colored poster board (27" wide x 21" long), felt tip markers, a meter stick and any substantial cardboard paper for easy cutting into small squares.

Construction of Item: On the poster board, draw lines vertically and horizontally about three inches apart, to make 3-inch squares. Place the board widthwise. In the first vertical column, leave the first square blank; draw a plus sign in the second, fourth, and sixth square; and draw an equal sign in the third, fifth, and seventh square. In the first horizontal row, leave the first square blank and write whole numbers in the remaining squares (see illustration). Leave the remaining squares in the second, fifth and sixth horizontal rows blank. In the third, fourth, and seventh horizontal rows, write whole numbers in the remaining squares (see illustration). For the blank spaces, cut out squares which are a little smaller than the spaces themselves and write the missing answers on the squares. It is recommended that you start with the simple basic facts and then later move to the more complex ones.

Instructions for Use: After addition and/or subtraction facts have been taught, use the game for reinforcing these facts and for finding missing numerals related to them. Place the board flat so it can be easily seen and used by the student. Place the scrambled answer squares face up. Allow the student a few minutes to look at the board and the answers. Then have the student find as many correct missing answers as possible and place the correct answer squares on the appropriate blank spaces. It is suggested that the students be given two minutes to fill in all the answers. The more the game is played, the faster the students will become at finding the correct answers. Also, individual game boards could be made (size of bingo boards), and each student could work at his/her own pace. Students could be timed to see who finds all the answers first and wins.

Contributor: Brenda Malloyd, Teacher
Project Countdown
Board of Education District #189
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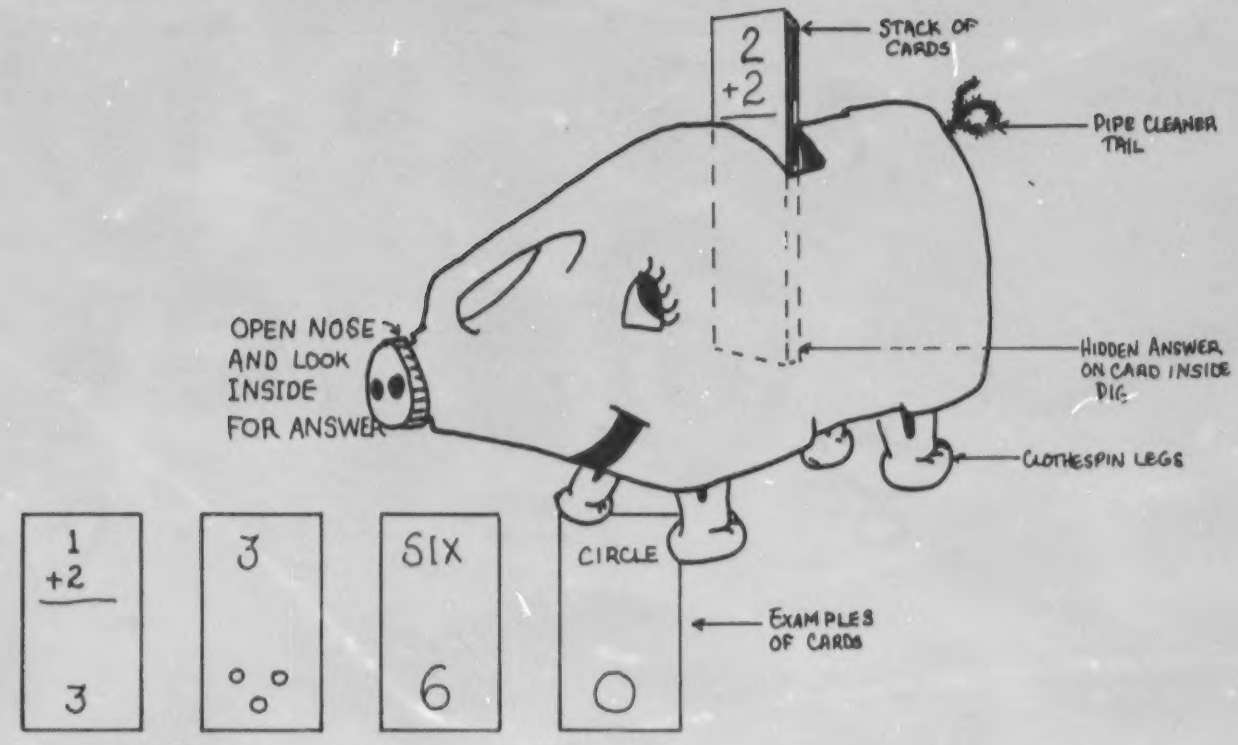
Dunbar Elementary School

"PORKY THE PIG"

MATH—FACTS



Grade Levels: 1-4 grades **Estimated Cost:** Minimal

Purpose: Review or reinforcement of any skill.

Materials Needed: Bleach bottle or plastic milk jug, pipe cleaner, scraps of cloth or construction paper, clothespins, tagboard.

Construction of Item: Lay bleach bottle on side with handle to the top. Cut slit in top of bottle (from 1/2" to 1" wide and 3" to 4" long) perpendicular to the handle. Add clothespin feet. Cut tagboard to fit slot.

Instructions for Use: Teacher makes tagboard cards to reinforce skills taught or skills to be reviewed by one or more children. For example, make cards to review addition facts. The problem should be at the top of the card and showing when the card is in the pig. The answer should be at the bottom of the card and seen only when a child unscrews the pig's nose and looks inside. The stack of cards are inserted in the slot by the teacher. The child is to look at the problem and decide what he/she thinks the answer is. Then the child is to look inside to see if he/she is right. The child receives immediate reinforcement. After the child does the first card in the stack, he/she places it in back of the stack and continues working.

Contributor: Kay Gillespie
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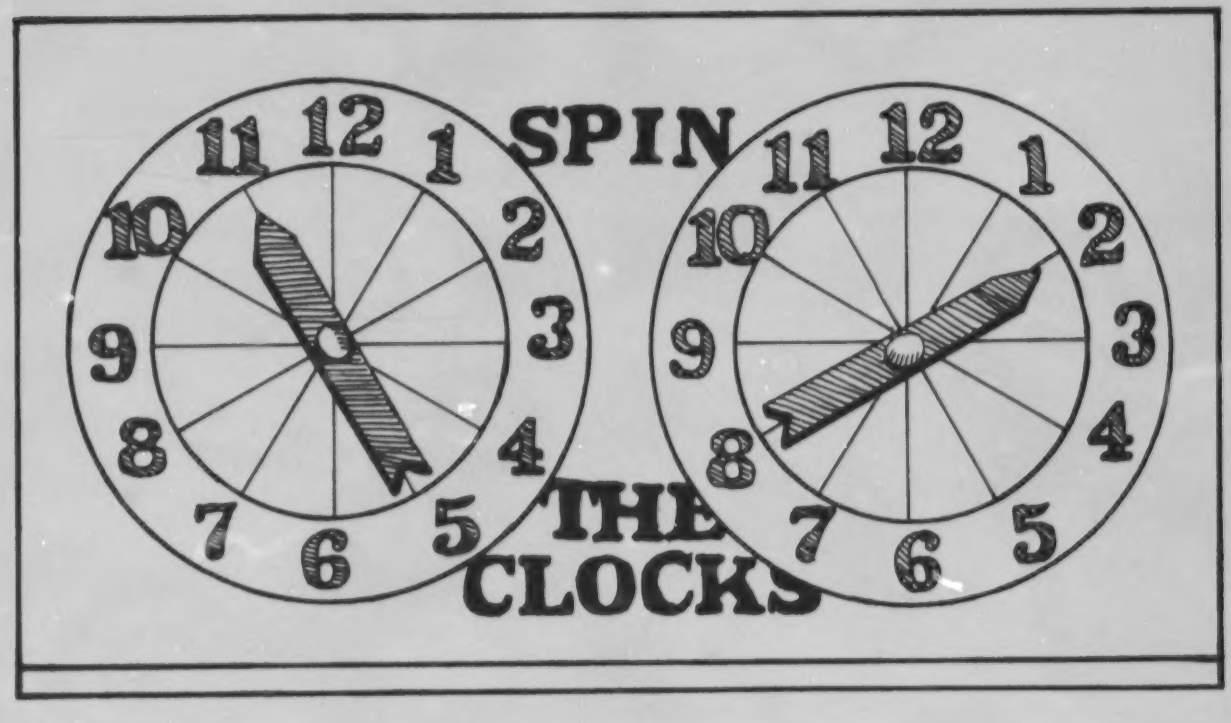
L.D. Teacher, Primary
Monroe Avenue School



Grade Levels: 3-7 grades **Estimated Cost:** Less than $1.00

Purpose: To reinforce students' ability to quickly add, subtract, or multiply. To create a spirit of competition.

Materials Needed: Poster board, 1/2" brass paper brads (fasteners), gummed reinforcements (paper washers), scissors, paper punch, pencil, 30-60 triangle, compass, and felt tip marker.

Construction of Item: Cut background from poster board (1/16" x 8" x 14"). Using the compass, draw circles as illustrated. Divide circles into 12 equal parts with 30-60 triangle. Place numbers from 1 to 12 on each circle. Draw and cut out arrows from another piece of poster board. Punch holes in center of arrows, circles, and background. Trace over all lines and numbers with felt tip marker. Insert brass paper brads through arrows, clocks, and background. For easier turning, place a paper washer (gummed reinforcement) between the arrows and clocks.

Instructions for Use: Divide students into two small teams, 3 or 4 on each team. Score may be kept on chalk board. Student from one team spins arrows on both clocks. If the arrows stop on 11 and 2, the student should answer "13" if addition is the game, "22" if multiplication is the game, and "9" if it is subtraction. A team receives a point every time one of its members gives the correct answer. Before beginning the game, players should decide the total number of points needed to win the game.

Contributor: Rolland Hoehn
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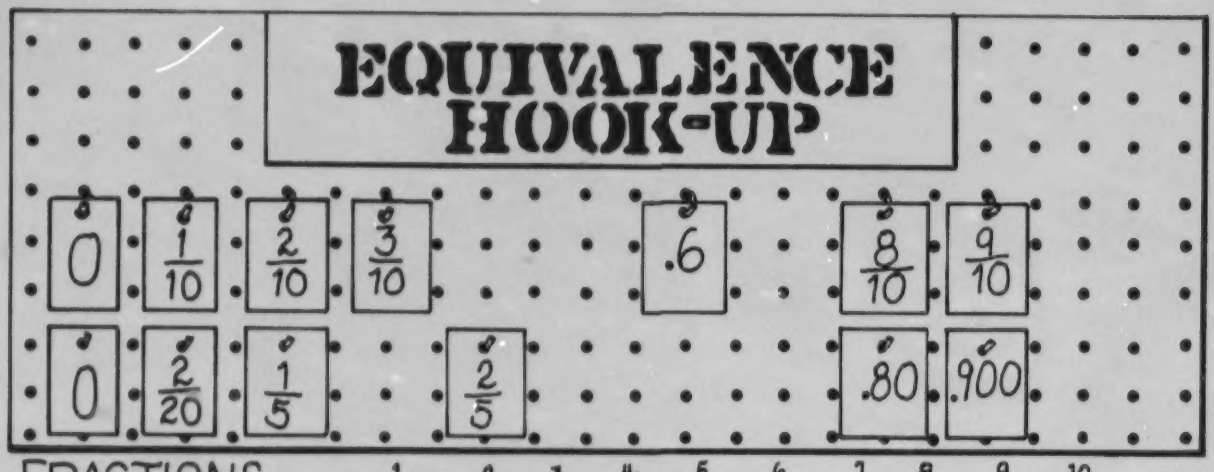
East St. Louis, IL 62203

Media Specialist
Instructional Media Center



Grade Levels: Preschool-3 grade **Estimated Cost:** $4.00

Purpose: To review equivalent fractions, decimals, or per cents.

Materials Needed: Pegboard (3' x 1 1/2'), pegboard hooks (11), poster board for title, 3" x 5" index cards (about 100 or less), hole punch, felt tip markers.

Construction of Item: Have pegboard cut to 3' x 1 1/2'. Insert 11 pegboard hooks equally spaced across the center. Glue the name, "Equivalence Hook-Up," on the board. Put equivalent fractions on index cards and punch a hole in the top of each. Since there are 10 equal spaces between the first and last hook, the pegboard can be used for decimals and percents, also. (See illustration.)

Instructions for Use: Give each student in the class a card. Ask him/her to put the card on the correct hook. This is a terrific way to review equivalent fractions. Students can also use this on their own.

Contributor: Jane Riley
3800 Central Road
Rolling Meadows, IL 60008

Sixth Grade Teacher
Central Road School

gram	meter	liter
liter	meter	gram
liter	gram	liter

liter	gram	gram
meter	liter	liter
meter	gram	meter

Grade Levels: 3-7 grades **Estimated Cost:** $.35

Purpose: To stress the three basic metric units by showing which is appropriate in packaging everyday consumer items.

Materials Needed: About thirty containers of everyday consumer items that can be measured in metric units, poster board, and nine markers per player (beans, bottle caps, or poker chips).

Construction of Item: Cut poster board into 10-inch squares. Make bingo-type cards with nine spaces. Randomly, write in each space one of the three basic metric units (the liter, the gram, and the meter).

Instructions for Use: Give each player a card and nine markers. Have one student hold up a container. The players place a marker on the square that names the metric unit that would be used to measure the specific product. When a player gets three markers in a row — Bingo! The player reads back the units. For a new game, the cards are exchanged and different products are held up.

Contributor: Elaine McCloud
2621 Tudor Avenue
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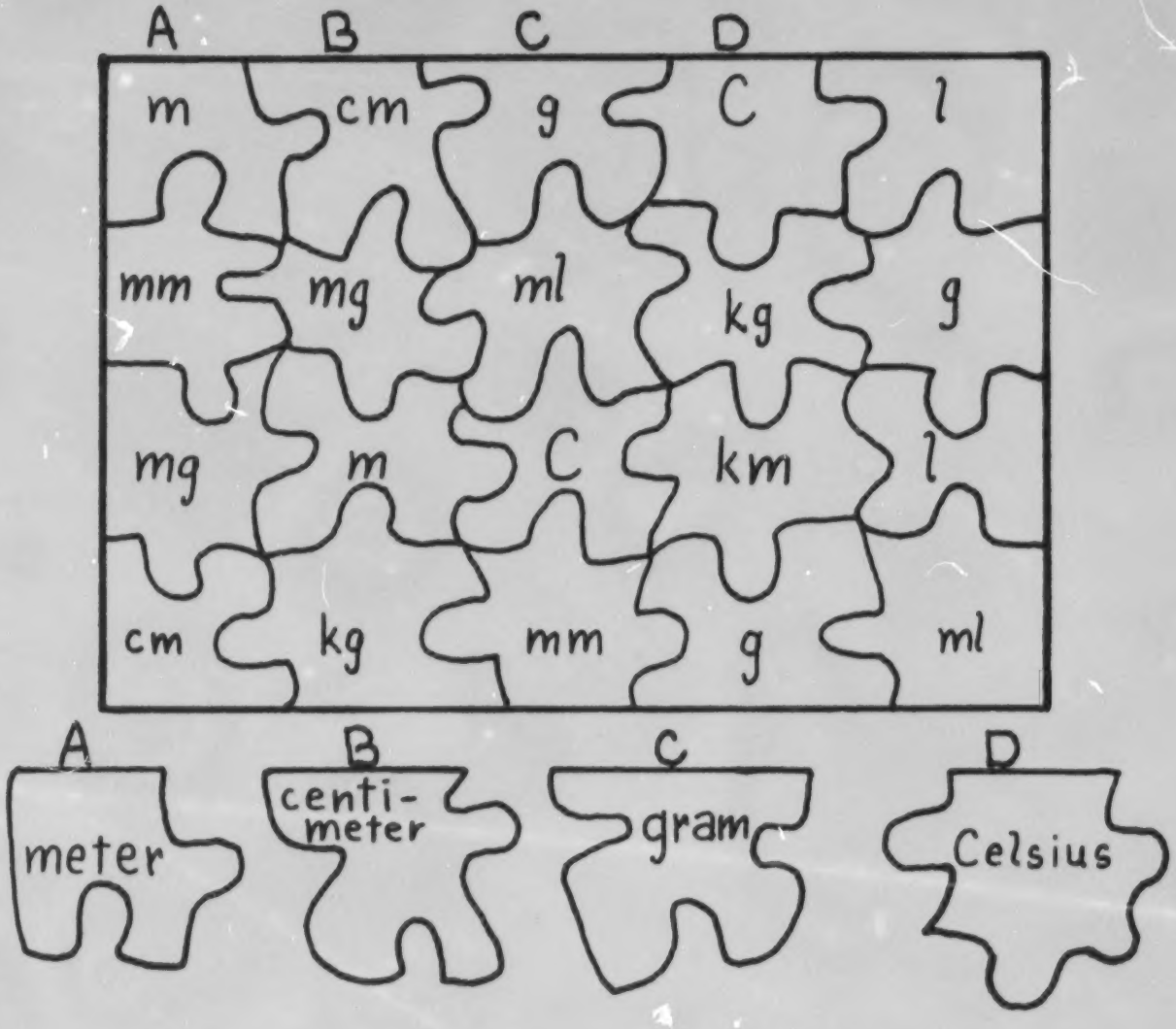
Mathematics Clinician
Dunbar Elementary School



Grade Levels: 3-7 grades **Estimated Cost:** Minimal

Purpose: To reinforce metric terms and the appropriate abbreviation for each.

Materials Needed: Commercial puzzle that has a frame, felt tip pen.

Construction of Item: Remove one puzzle piece. Trace around the empty space in the frame where you removed the puzzle piece. Do the same for all pieces. On the back of each puzzle piece, write a metric term. In the space in the frame where you removed the puzzle piece, put the matching abbreviation or conversion. Do the same for all puzzle pieces.

Instructions for Use: Have students match the metric terms on the puzzle pieces with the appropriate matching abbreviations or conversions printed in the empty spaces in the frame. Check after completed.

Contributor: Elaine McCloud
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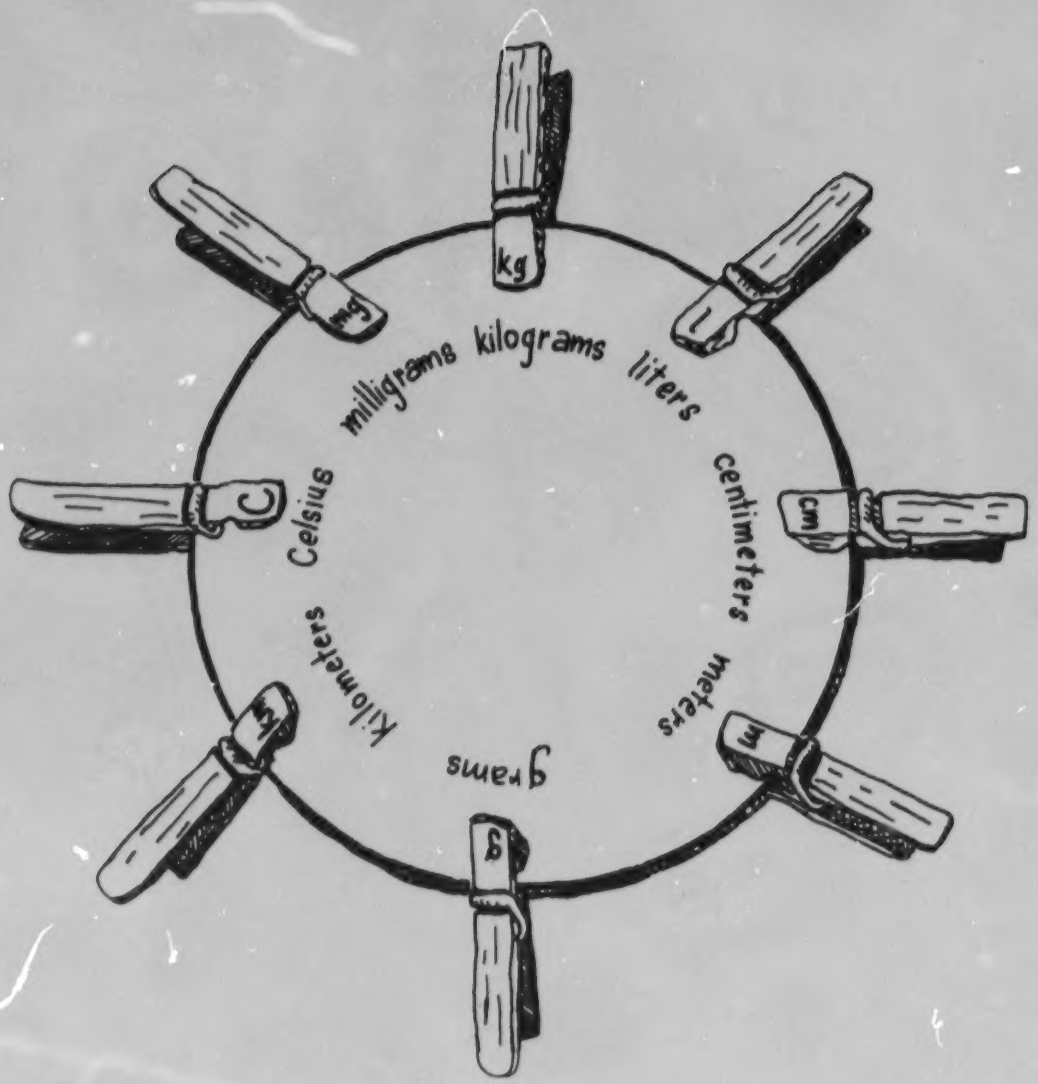
Mathematics Clinician
Dunbar Elementary School



Grade Levels: 3-7 grades **Estimated Cost:** $1.00

Purpose: To reinforce the metric terms and the appropriate abbreviation for each.

Materials Needed: Cake or pizza liner, spring type clothespins, coffee can.

Construction of Item: Write desired metric terms on the pizza liner and the matching abbreviations on the clothespins.

Instructions for Use: Place clothespins in a coffee can and mix them up by shaking. The player is to match the metric term on the pizza liner with the appropriate abbreviation for the metric term on one of the clothespins and then pin the clothespin with the abbreviation to the pizza liner just above the corresponding metric term (see illustration).

Contributor: Elaine McCloud
2621 Tudor Avenue
East St. Louis, IL 62205

Mathematics Clinician
Dunbar Elementary School

Date 5-4-80
Name Jane Doe
Grade 10

Budget $heet

	Amount
Phone	4
Gas	10
Rent	30
Electric	15
Car Payment	20
Water	1
Food	20
Entertainment	3
Savings	5
Misc.	2
Total	110

CHECKBOOK

Grade Levels: 6-12 grades **Estimated Cost:** Open Range

Purpose: To simulate for the students the experience of real-life money management.

Materials Needed: Checkbooks, worksheets, point charts, rewards.

Construction of Item: Students earn 5 points for each page of class work completed. They use the total points to pay their bills. Each student keeps his/her own running total. The amounts are charted at the end of each day. The expectations and reinforcers are set well in advance. This activity allows the students independence and individualization.

Instructions for Use: Each student has a personalized checkbook and a budget sheet with fixed expenditures for each week. Each student is aware of the number of points he/she must earn in order to meet liabilities each week. Students write checks to pay bills and balance their checkbooks after depositing a check for the amount of points earned. Students are allowed to buy privileges or goodies with the extra money they have. Students who wish to save their money earn 7% interest. Those who must borrow money to meet bills must pay 7% interest.

Contributor: Susan VonBurg
127 Fair Avenue
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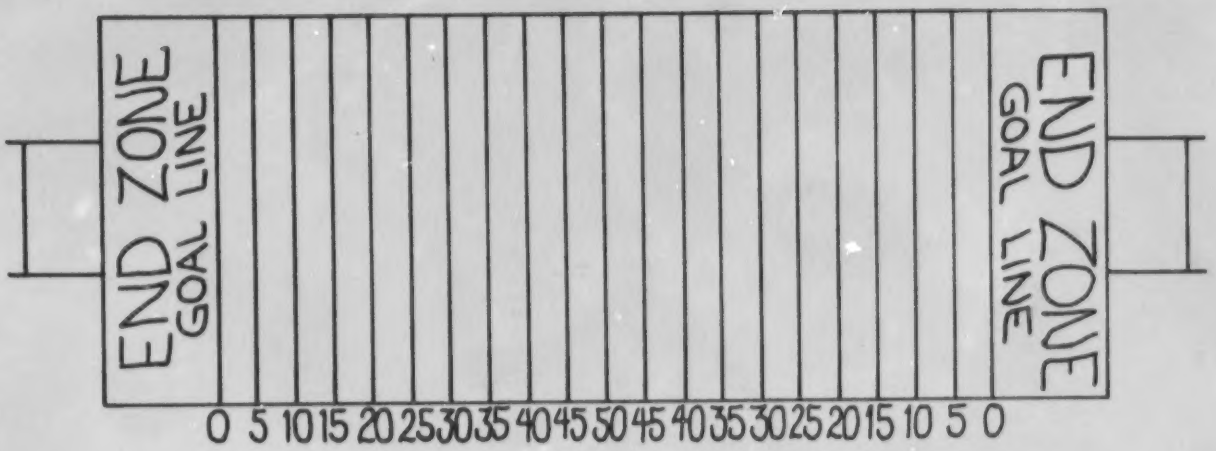
Special Education Teacher
Work Study Coordinator
Flora High School



MATH FOOTBALL

Grade Levels: 3-7 grades **Estimated Cost:** $2.00

Purpose: To reinforce the ability to multiply quickly. To create a spirit of competition.

Materials Needed: Poster board (any size desired), rule (or yard stick), felt tip pen, adhesive marker to act as the football.

Construction of Item: Draw the football field on poster board as per illustration. Laminate.

Instructions for Use: The class is divided into (2) teams. Each team is divided into (3) rows or groups. The game board is hung in front of the class for everyone to see. The object of the game is to score the highest number of points by touchdowns, field goals, and extra points.

On the kickoff, the ball moves automatically to the 15 yard line. The kickoff does not count as a play. Each team gets three plays in its attempt to score a touchdown. A row of students works a problem. If all students in a team row answer correctly, the team gains 35 yards. If all students but one in the row answer correctly, the team gains 25 yards. If two or more students in the row miss the problem, the team gains no yards. The other team has a chance at gaining interception yardage by answering a problem correctly until the team scores or until the ball passes to the other team at the end of a team's three plays.

Touchdown: A touchdown is scored by three consecutive plays adding up to at least 100 yards including the 15 yard kickoff. A team gets 6 points for each touchdown.

Field Goal: If more than 35 yards are needed to score after two plays, a team row may try for a field goal which is a more difficult than average question.

A problem is given to each row in order; the only exception is in the case of an interception by the other team. Each student in the row must work the problem independently. In a try for the extra point after a touchdown, all three rows of students work the problem. If the team is to score the point, then no more than one student in each row can miss the problem.

Contributor: Otha B. Smith
1729 A Missouri
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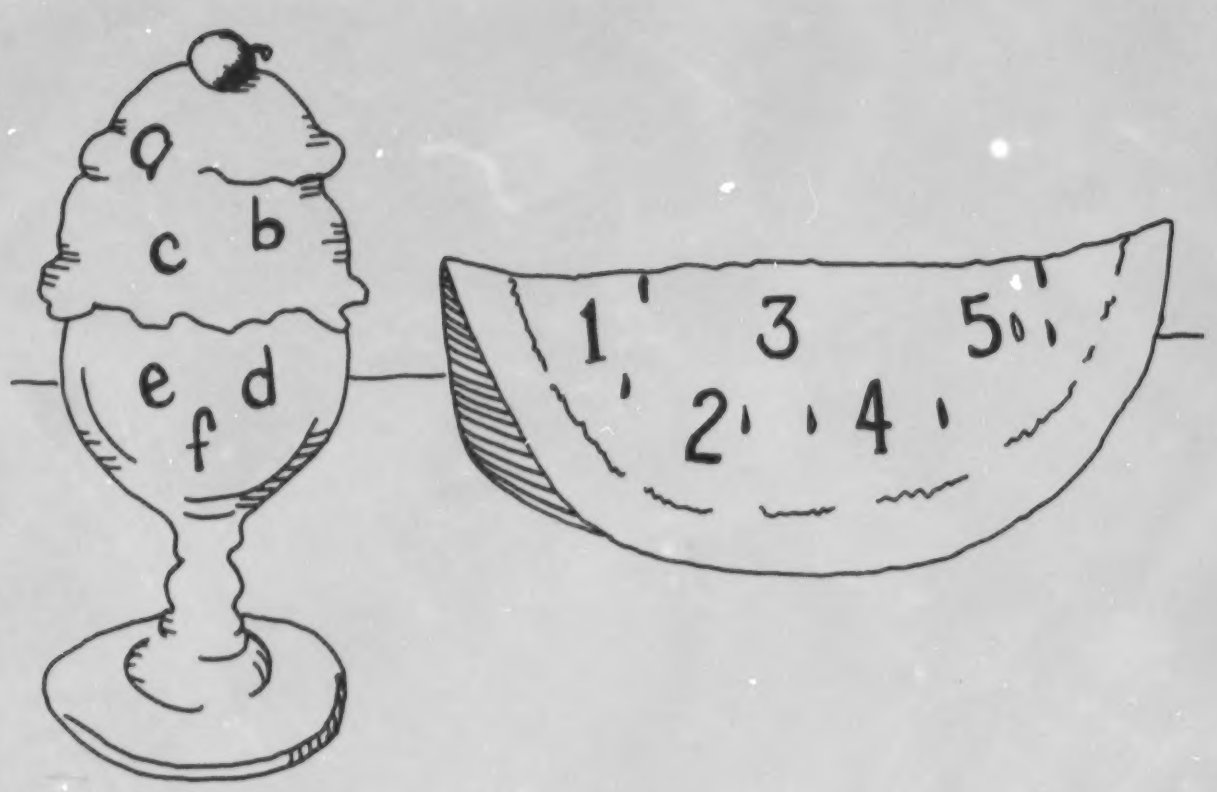
Teacher
Garrison Elementary School

"I CAN'T BELIEVE I ATE THE THE WHOLE THING!"

MATH OR READING — READINESS



Grade Levels: K-1 grades **Estimated Cost:** $.50

Purpose: To reinforce letter and/or number recognition.

Materials Needed: Poster board, felt tip pens, contact paper, and grease pencils.

Construction of Item: Draw a food of some kind and color it the appropriate color. Next add any letters or numbers to be studied. Vary the letters and numbers on the food cards for each student. Cover the cards with contact paper so the letters or numbers can be crossed out and erased for future use.

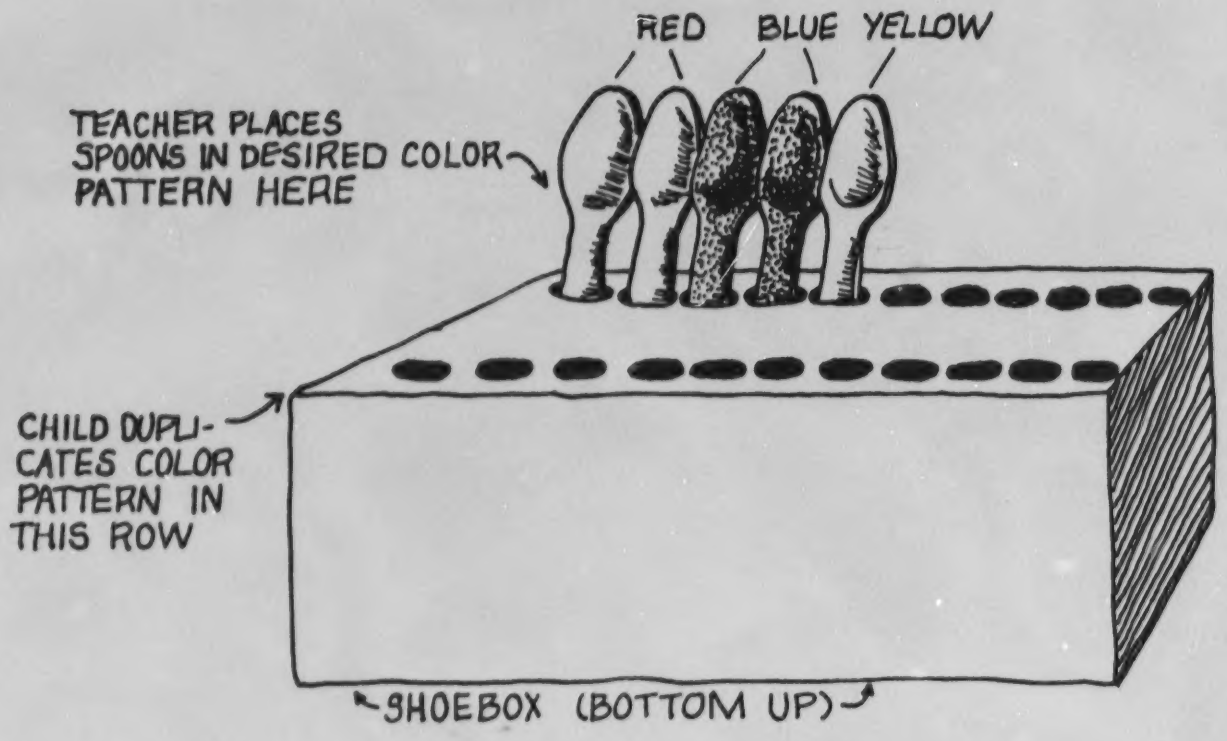
Instructions for Use: Play on the order of bingo. The teacher calls out a letter or number. Students cross out each letter or number on their food cards with a grease pencil as it is called. The first one out wins.

Contributor: Teresa Sanford
R.R.
Abingdon, IL 61410

Kindergarten Teacher
Gilson Elementary School

"PATTERNING AND COLOR SPOONS"

MATH—READINESS



Grade Levels: K-1 grades **Estimated Cost:** $1.00 or less

Purpose: To teach patterns, colors, more and fewer, counting.

Materials Needed: Shoe box with lid, colored plastic spoons of all colors, scissors to punch holes.

Construction of Item: In the bottom of the shoe box, punch two rows of 11 holes, approximately one inch apart.

Instructions for Use: Form a color pattern in one row by placing a different colored spoon in each hole. The child is asked to duplicate the color pattern in the other row. The spoons can be counted. The colors of the spoons can be discussed. By placing more spoons in one row than in the other, the concept of more and fewer can be taught. Spoons can be stored in the shoe box.

Contributor: Bonna Jean Kirk
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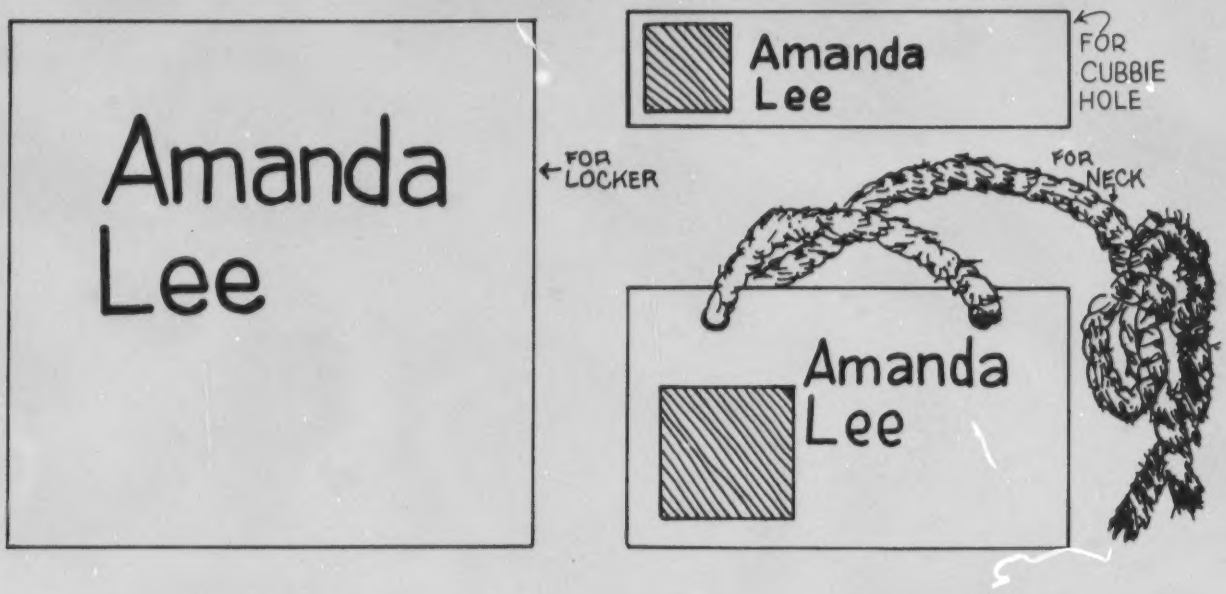
Kindergarten Teacher
Garrison School

"SHAPE AND COLOR NAME TAGS"

MATH— READINESS



Grade Levels: K-2 grades **Estimated Cost:** $3.00

Purpose: To teach six shapes and eight colors while at the same time having children learn the location of their lockers and personal storage areas.

Materials Needed: Colored construction paper in 8 colors (3 or 4 of each according to quantity needed), plain index cards (4" x 6"), colored yarn, paper punch, glue, permanent marking pen.

Construction of Item: Make name plates for each student's locker by cutting out shapes (circle, square, rectangle, triangle, oval, diamond) approximately 7" x 7" from the 8 colors of construction paper. On each shape, print a student's first and last name. Attach name plates to lockers with masking tape. Next, make student name tags by cutting out miniature (2" x 2") colored shapes (identical in color and shape to each student's locker name plate) and pasting each in the lower left hand corner of an index card. Then print each student's first and last name on the index card which contains the same shape and color as that used for the student's locker name plate. At the top of each index card, punch two holes about 3" apart and tie the ends of a piece of yarn to the 2 holes. The piece of yarn should be long enough to hang the name tag (index card) around a student's neck. To make name plates for each student's "cubbie hole" or other personal storage area, cut out smaller miniature (3/4" x 3/4") colored shapes (identical in color and shape to the ones used on each student's locker and name tag) and glue each shape to a small strip.

Instructions for Use: Each child now has his/her own unique shape and color by which to learn his/her own storage areas. Each child can match the shape and color on his/her name tag to the shape and color on the name plates on the storage areas. Additionally, each child gets to see his/her printed name each time one of these is used. For participation in various activities, groups of children can be called by color or shape. Within a few days, the children can readily identify all 6 shapes and 8 colors.

Contributor: Virginia L. Fletcher
1767 North Edward Street
Decatur, IL 62526

Kindergarten Teacher
Garfield Elementary School

"SPONGE NUMBERS"

MATH—READINESS

Grade Levels: K-3 grades

Estimated Cost: $2.00

Purpose: To teach children to recognize number symbols and the tactile characteristics of the number symbols; number sequencing.

Materials Needed: Two packages of multicolored household sponges, stencil for numbers 0-9.

Construction of Item: Using a stencil, cut out numbers 0-9 from the sponges.

Instructions for Use: This is an adaptable and flexible aid. Child can manipulate sponge numbers tactually. Child can use sponge numbers to print flat numbers on paper with tempera paint using the sponge like a rubber stamp.

Contributor: Teresa Kielhofner
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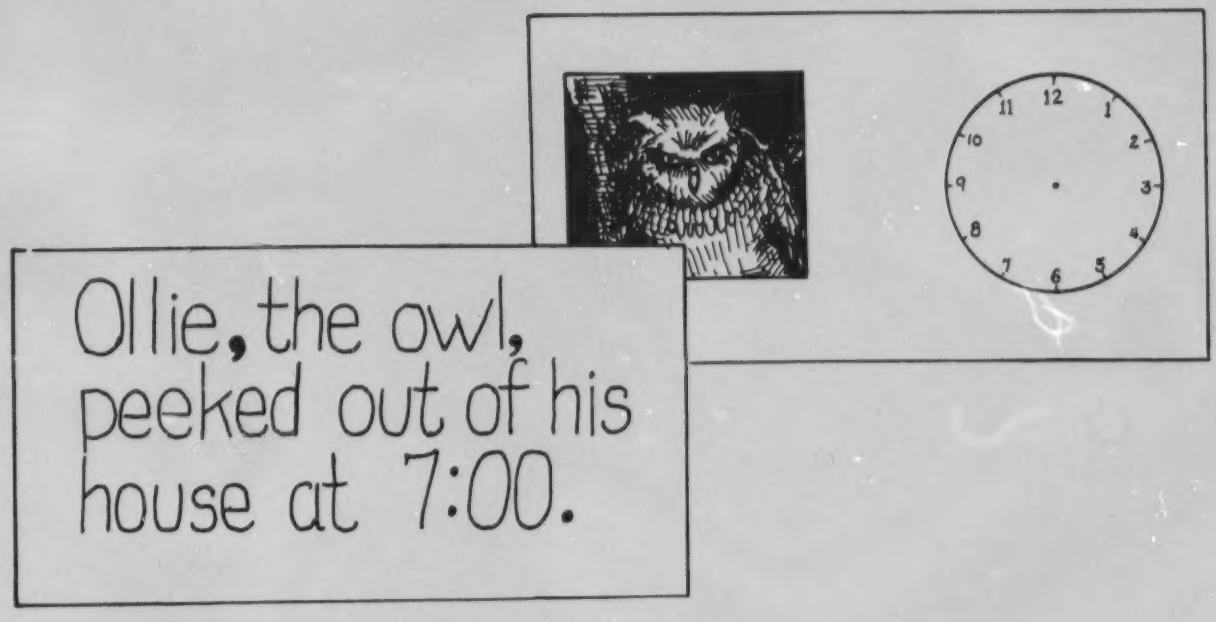
Student Teacher
Thomas School

"NATURE FUN TIME"

MATH—TELLING TIME



Grade Levels: 2 grade (adaptable)

Estimated Cost: $2.00

Purpose: To help students learn the concepts of the hour and half-hour in relation to time in nature.

Materials Needed: Yellow poster board (22" x 28"), laminating material, felt tip pens or grease pencil, and 24 small nature pictures.

Construction of Item: Cut the 22" x 28" piece of yellow poster board into 24 cards (7" x 3 2/3"). Cut out 24 small colored pictures from nature magazines and paste each on the front of a card. Beside each picture, draw a circle to represent the face of a clock. Then add to the clock face, the numbers 1-12 in their respective places and a dot for the center. Type or write some statement using time about the nature picture on the back of each card. The cards are then laminated on both sides.

Instructions for Use: Depending upon the reading level of the child, the instructions on the back of each card can either be read by the instructor or the child. After the time statement has been read, the child takes a felt tip pen or grease pencil and draws the hands on the clock face to show the time indicated in the time statement on the back of the card. The instructor can help the child if the child gives an incorrect answer. The hands on the laminated clock faces can be wiped off with a damp cloth when finished.

Contributor: Christine Ruzich
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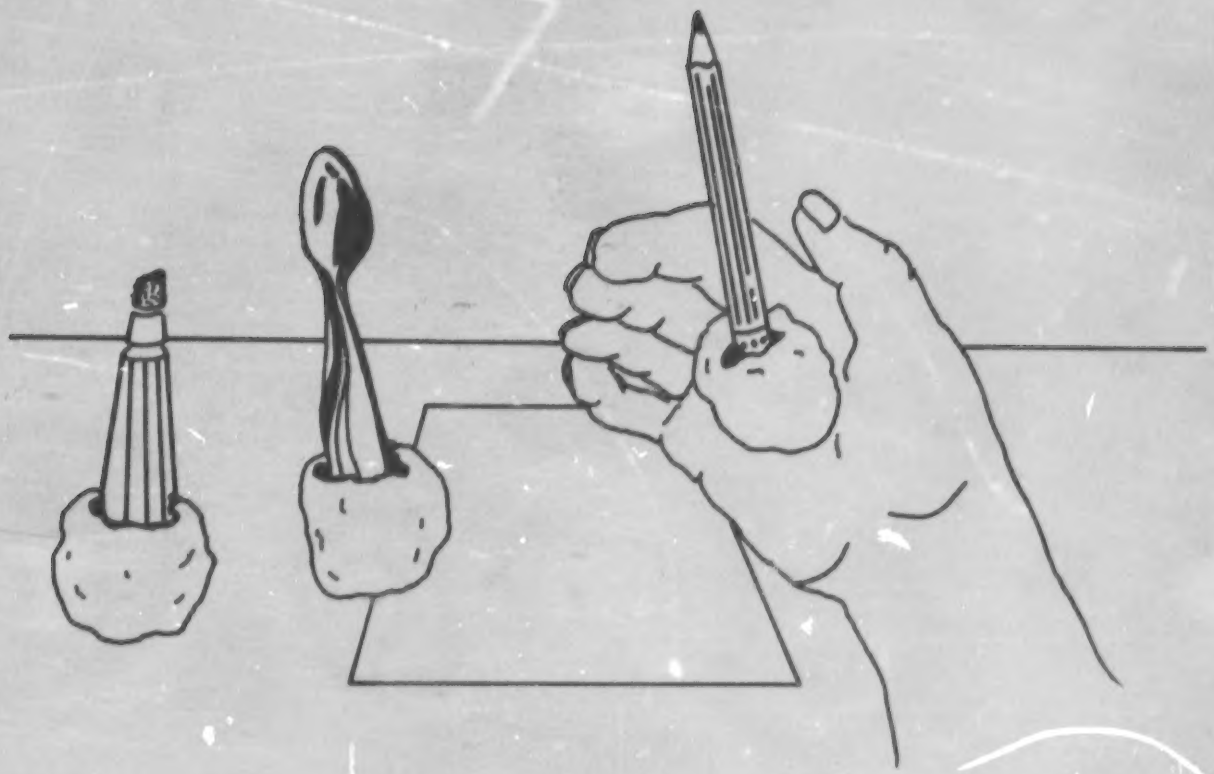
Carbondale, IL 62901

Student Teacher
Winkler Elementary School

"UTENSIL ADAPTER"

MOTOR—FINE MOTOR



Grade Levels: Preschool—Multiply Handicapped **Estimated Cost:** $10

Purpose: To provide an easy grip molded to child's hand.

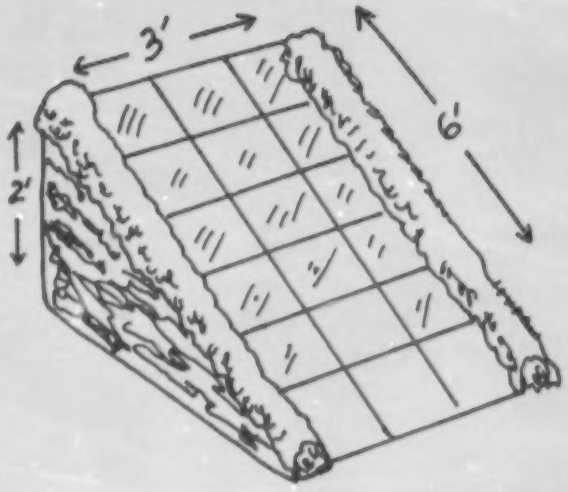
Materials Needed: Plasticine clay and utensils, e.g., eating utensils, paint brush, etc.

Construction of Item: Soften approximately a golf-ball size wad of clay. (Alter amount for hand size.) Insert the handle of the desired utensil into the clay. Mold the clay to fit the individual's hand. Adjust the utensil to the desired length. Minimal cost allows for adaption of several utensils. Utensils may also be switched without removing the clay from the individual's hand.

Instructions for Use: Use utensil as designed.

Contributor: Judith E. Davison
6113 Knoll Wood Road #206
Clarendon Hills, IL 60514

Teacher of the Multiply Handicapped and Orthopedically Impaired
PAEC Educational Center



Grade Levels: Multiply handicapped **Estimated Cost:** $30-$35

Purpose: To encourage reciprocal movement, i.e. creeping or crawling; to encourage the child to watch himself/herself move; to increase self-awareness.

Materials Needed: Plywood for construction of ramp, carpet remnants, 18 mirror tiles or non-glass mirror material (a type of cellophane), self-sticking adhesive, plexiglass.

Construction of Item: Construct a wooden ramp (plywood) with the dimensions 6' x 3' x 2'. Use metal brackets to secure sides of ramp. Place 18 mirror tiles, using self-sticking adhesive, on the plywood ramp. Place the sheet of plexiglass (6' x 3') on top of mirror tiles to protect child from edges of mirror tiles. Use the carpet remnants to pad the sides of the ramp so the child is protected from splinters.

Instructions for Use: The mirror ramp has been very beneficial to our program of gross motor development. It has also been helpful in our endeavor to promote more self-awareness and motivation in our children.

The ramp may be used for a variety of activities with handicapped children. For example, a child who has poor head control may be placed in the prone position on the mirror ramp. The child is encouraged to lift his/her head from a prone position and look at himself/herself in the mirror. Repeated stimulation ("Look at ___'s face!") is used to motivate the child to raise and maintain his/her head and thereby develop head control.

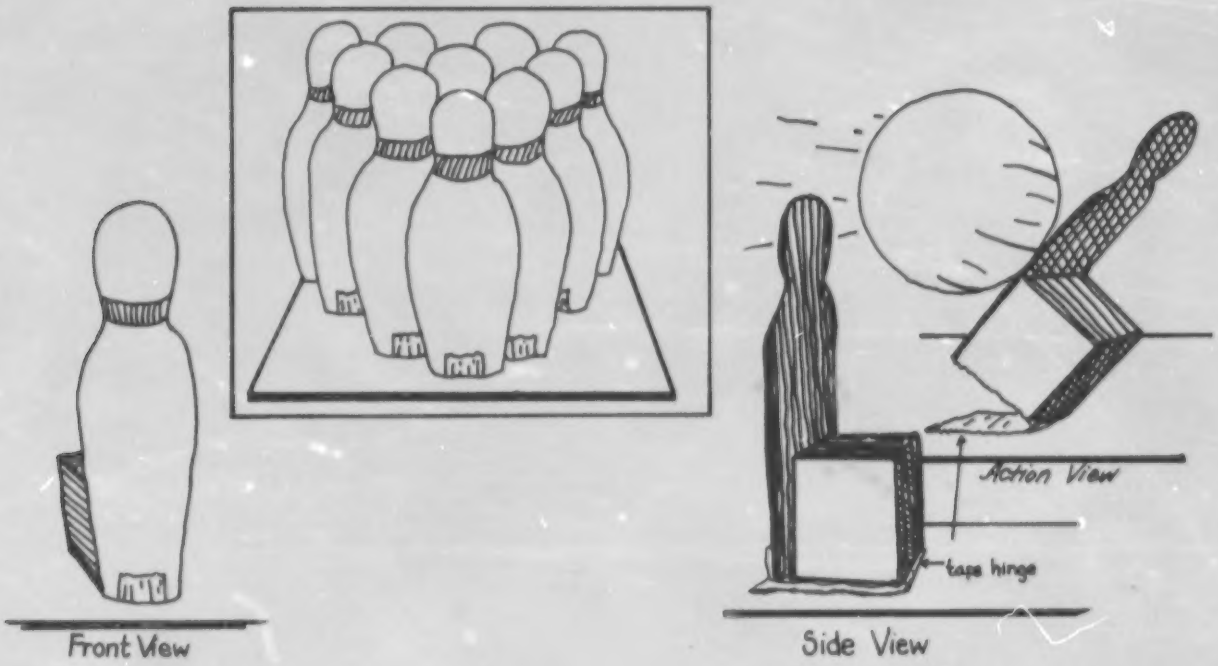
Another use for the ramp centers on the development of such gross motor skills as creeping and crawling. The child is placed on the ramp and, depending on his/her level of development, is encouraged by the teacher to move his/her arms and legs as he/she moves up the ramp. The teacher can encourage the child from the other end of the ramp. The teacher should remind the child to look at himself/herself as he/she moves up the ramp.

Contributor: Gail M. Wallens
1443 School Street
Rockford, IL 60113

Teacher — Multiply
Handicapped Children
Walter Lawson Children's Home

"MINIATURE BOWLING PINS"

PHYSICAL EDUCATION OR MATH



Grade Levels: TMH 9-21 years old **Estimated Cost:** under $5.00

Purpose: To improve gross motor skills. To give a concrete representation of what happens to bowling pins on a bowling alley while bowling. To strengthen math skills (counting, number recognition, addition and subtraction).

Materials Needed: Cardboard (large square) for base, tempera paint, masking tape, scissors, blocks of white pine (3/4" x 3/4"), poster board, ink pen, red felt tip marker, glue.

Construction of Item: 1) Cut shapes of miniature bowling pins out of poster board. 2) Draw red bands across neck of bowling pins. 3) Paint pine blocks. 4) Paint cardboard base. 5) Glue bowling pins to blocks. 6) Using masking tape as a hinge, fasten blocks to cardboard base. 7) Number bowling pins on bottom of block.

Instructions for Use: This teaching tool was originally used at a bowling alley. As each student rolled his/her first ball down the alley, he/she was encouraged to watch the ball knock down the pins on the alley. The teacher then knocked over the corresponding pins on the cardboard setup. The student counted the number of pins knocked down and recorded it.

On the second ball, the same procedure was followed. Advanced learners were encouraged to count both the number of pins knocked down and name the pins that were knocked down.

Contributor: Glenn Savage
303 West Mound Road
Decatur, IL 62526

Work Activity Center Coordinator
Hillsboro Junior High School

"TROPHIES"

PHYSICAL EDUCATION OR BEHAVIOR MANAGEMENT

Grade Levels: K-5 grades

Estimated Cost: Printing $10 per 1000

Purpose: Positive reinforcement, awards, rewards.

Materials Needed: 3 1/2" x 8 1/2" cards if drawn individually, or consult printer about paper.

Construction of Item: Sketch of trophy could be printed on cards by printer or could be hand drawn individually on each card.

Instructions for Use: Trophies are used as awards for good work in physical education classes with exceptional children. "Inscribe" (print) the name of the activity that the child excelled in on the name plate of the trophy, i.e., jump rope, free throws, skipping, tumbling, etc. The children love the idea and work hard to receive one. The teacher has used the idea for three years and now has four different colors of trophies.

Contributor: Michael J. Mason
414 North Bristol
Schaumburg, IL 60172

Physical Education Teacher
Hunting Ridge Elementary School

"FEED THE MONSTER"

READING OR MATH

Grade Levels: K-2 grades

Estimated Cost: $2.25

Purpose: To teach phonetic sounds, sight words, basic facts.

Materials Needed: A yard of brightly colored terry cloth, two drapery balls, scraps of felt, paper lunch bag, black paper, brick patterned contact paper, mesh bag (grapefruit or potato sack cut to size), white glue, old word books, 3" x 5" index cards.

Construction of Item: Cut a monster shape out of terry cloth. Glue the drapery balls and small pieces of felt on it for eyes. Cut a piece of black paper for the mouth and attach it to the top of the mouth area on the terry cloth. Leave the bottom part of the mouth unattached. Glue a lunch bag to the back side of the lower mouth section of the terry cloth. Shorten the mesh bag by cutting the top off, but leave the mesh bag large enough to hold the index cards. Thread a piece of yarn through the top of the mesh bag and tie it to the monster's arm. Put index cards containing the information to be taught (e.g., pictures or words with long vowels) in the mesh bag. Staple monster to bulletin board. Add brick patterned contact paper for the wall that the monster will hang over. Put the words "Feed me!" above the monster's head.

Instructions for Use: If the purpose is to teach the long "a" sound, place in the mesh bag index cards which have on them pictures of objects whose name contains the long "a" sound and those that have the short "a" sound. Tell the children, "Today the monster (usually the children like to give the monster a name) will only eat long "a's." A child reaches in the mesh bag. If the child pulls out a card with a picture of a cat on it and knows that the word, cat, does not have a long "a", the child may put the card back in the mesh bag. If the child feeds the picture of the cat to the monster, make a gagging sound to indicate that the monster doesn't like it. If the child picks a card with a picture of a word that has a long "a" sound and puts the word picture in the mouth of the monster, the card will fall into the paper bag attached to the back of the monster, and the child gets a point. This can be played with a small group and a teacher, or it can be used as a learning center activity with two or more children. Also, a child can play alone. The answers can be checked by taking the pictures from the paper bag. The monster can also be used for math. The cards should have the math problems on them. Above the monster's head, indicate what the monster will eat that day (e.g., "Today, the monster will only eat problems having the answer 8.").

Contributor: Mildred J. Sims
1006 Stratford Drive
Champaign, IL 61820

First Grade Teacher
Westview School

FEED
ME

"SEPTEMBER SODA CARTON ACTIVITIES"

READING OR MATH

Grade Levels: K-4 grades

Estimated Cost: $5.00

Purpose: To reinforce basic skills. Its use is multipurpose.

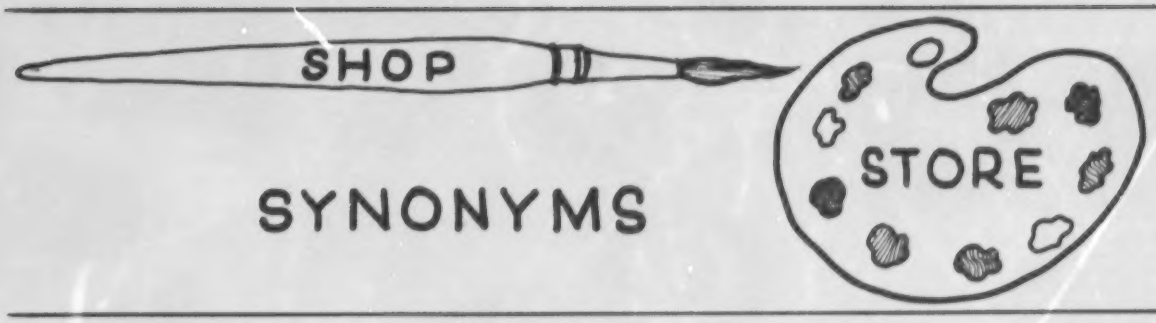
Materials Needed: White tagboard (for frogs and palettes); yellow construction paper (for fish, pencils, paint brushes, and lily pads); pink construction paper for erasers; light blue construction paper for fish bowls; the patterns shown in illustration for each "Planter's" can; felt tip markers; clear and patterned contact paper; scissors; empty "Planter's" cans to hold game pieces; empty six-bottle soda carton to hold "Planter's" cans.

Construction of Item: Use patterns in illustration to make the game pieces for each can. Trace pencil pattern (in illustration) on yellow construction paper. Using felt tip markers, color the lead of the pencil black, the wood brown, and the eraser on the end of the pencil pink. Do the same with the other patterns. Using a black thin marker, write on the pieces the words you want matched (contractions, math problems, etc.) Cover the game pieces (patterns) with clear contact paper or laminate. Make direction cards and answer keys for each "Planter's" can. Cover "Planter's" cans with patterned contact paper and label each "Planter's" can with one of the following words: synonyms, contractions, antonyms, same vowel sound, equals, etc.

Instructions for Use: 1) Student is to take all of the patterned game pieces out of the cans. 2) Mix up game pieces. 3) Place game pieces with writing face up on his/her desk. 4) Take a direction card. Examples of statements on direction cards: "Take a fish and find a fish bowl so you will have a pair of antonyms (opposites)." "Take a frog and find a lily pad with words on it whose meaning is equal to that on the frog." "Take a pencil and find a contraction on an eraser to match the words on the pencil." "Find a palette with a word on it that means the same as the word on the brush (a synonym)." 5) Put the game pieces together that match. 6) Read the words. Any adaptions can be made to these directions. 7) Continue until all of the fish, frogs, pencils, and paint brushes have been placed with their corresponding item. 8) After students are finished, they should check their answers with the answer key in each can. 9. After checking work, return game pieces to their proper can. Make sure the directions and answer keys are replaced in their proper can, also.

Contributor: Nadine E. Risley
519 North Michaels
Carbondale, IL 62901

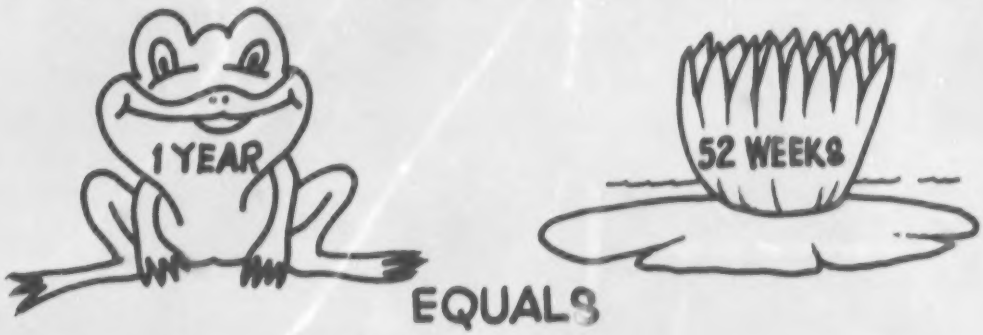
Teacher
Elverado Junior High/Vergennes
Grade School



SYNONYMS

CONTRACTIONS

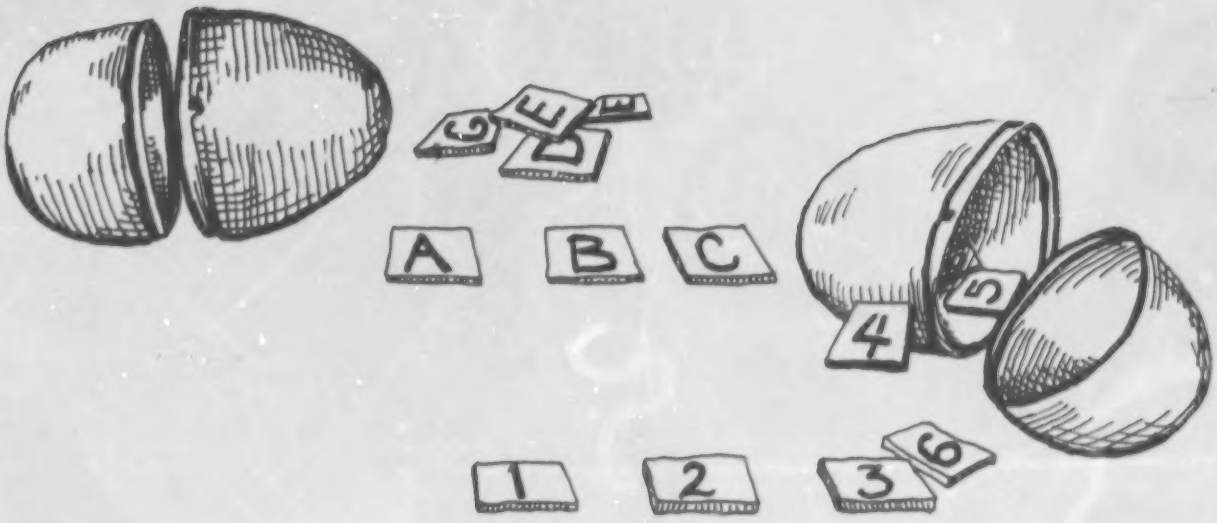
ANTONYMS



EQUALS

"SCRAMBLED EGGS"

READING—ALPHABETIZING



Grade Levels: 1-3 grades **Estimated Cost:** $2.00

Purpose: Letter recognition, alphabetizing

Materials Needed: Egg from L'eggs panty hose, tagboard, felt tip pen

Construction of Item: Cut tagboard into 26 pieces and write the letters of the alphabet on each piece.

Instructions for Use: Student places letters in egg and shakes the egg. He/she then opens the egg and spills the letters on a table. The student must place letters in alphabetical order. After completing the task the student can then say the letters to the teacher *or* the student can say the letters as he/she picks them up to put them in alphabetical order.

Other uses:

(1) Use reading or spelling words and put them in alphabetical order.
(2) Use numbers and put them in order.
(3) Use math facts and match them to correct answers.
(4) Match cursive to manuscript letters.

Contributor: Deborah J. Hicks
39 Homestead Drive
Newton, IL 62448

Teacher — EMH, Primary
Rose Hill School

"HOW WELL DO YOU READ AN AD?"

READING—COMPREHENSION

We figure when you're the #1 snowmobile, you should look it...
--And act it-- We do! With new styling, new features, new ideas. And more of them than others can match. Including a totally new concept, the compact ELAN. It's just one of seven magnificent new series and 27 new models for 1981. 27 exciting new ways to enjoy winter. All built better and backed by better service. You're sure to find one that exactly matches what you have in mind.
Go One Better
Go Ski-Doo
the 1981

Write Questions on back.

Grade Levels: 3-5 grades **Estimated Cost:** Minimal

Purpose: To arouse interest in advertisements. To improve critical thinking.

Materials Needed: Colorful "ads", clear laminating film, oak-tag (tagboard), white glue, pen.

Construction of Item: Mount colorful "ad" on oak-tag. Write questions on the back. Laminate the front and back. If unable to laminate, use clear contact paper.

Instructions for Use: Suggestions: 1. Mount several "ads" of diversified interests. 2. Mount several "ads" relating to one topic. 3. Instead of questions, ask that five interesting facts be listed. If questions are used, students can answer them either verbally or in writing.

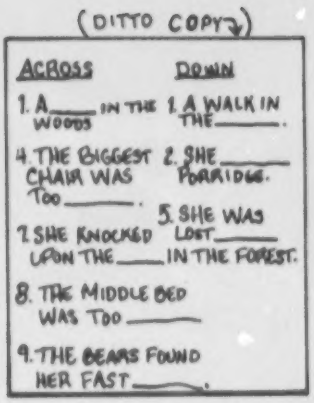
Sample questions:

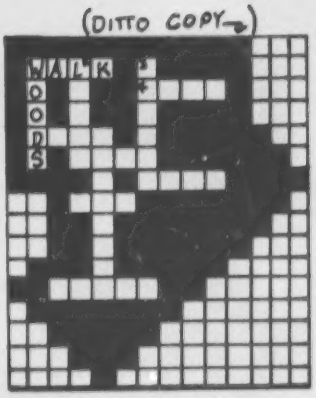
1. When did this advertisement appear in the magazine? (Year ____)
2. How many new models are there? (____)
3. Number one snowmobile (see illustration) should ("look it") and (____).
4. Two good selling points (1. *Built better*) and (2. ____)
5. What is the name of the snowmobile? (____)
6. Ski-doo has (1. *new styling*), (2. ____) and (3. ____)
7. What is the meaning of "compact"?
8. In the "ad", does series have the same meaning as model?
9. What about this advertisement? Does it arouse in you enough interest to make you want to look at it?

Contributor: Olivia Burnett
201 South Evanston
Arlington Heights, IL 60002
Learning Center Teacher
Kensington School

"STORY CROSSWORD PUZZLE FOLDERS"

READING—COMPREHENSION, VOCABULARY


(DITTO COPY→)
ACROSS
DOWN
1. A ____ IN THE WOODS
1. A WALK IN THE ____.
4. THE BIGGEST CHAIR WAS TOO ____.
2. SHE ____ PORRIDGE.
5. SHE WAS LOST ____
7. SHE KNOCKED UPON THE ____ IN THE FOREST.
8. THE MIDDLE BED WAS TOO ____
9. THE BEARS FOUND HER FAST ____.



PLACE DITTO COPIES INSIDE FOLDER FOR STORAGE

Grade Levels: 4-6 grades

Estimated Cost: $.10 each

Purpose: To develop critical reading and vocabulary skills.

Materials Needed: 1 manila folder, 1-2 dittcs, paper, colored felt tip pens, typewriter, rubber cement.

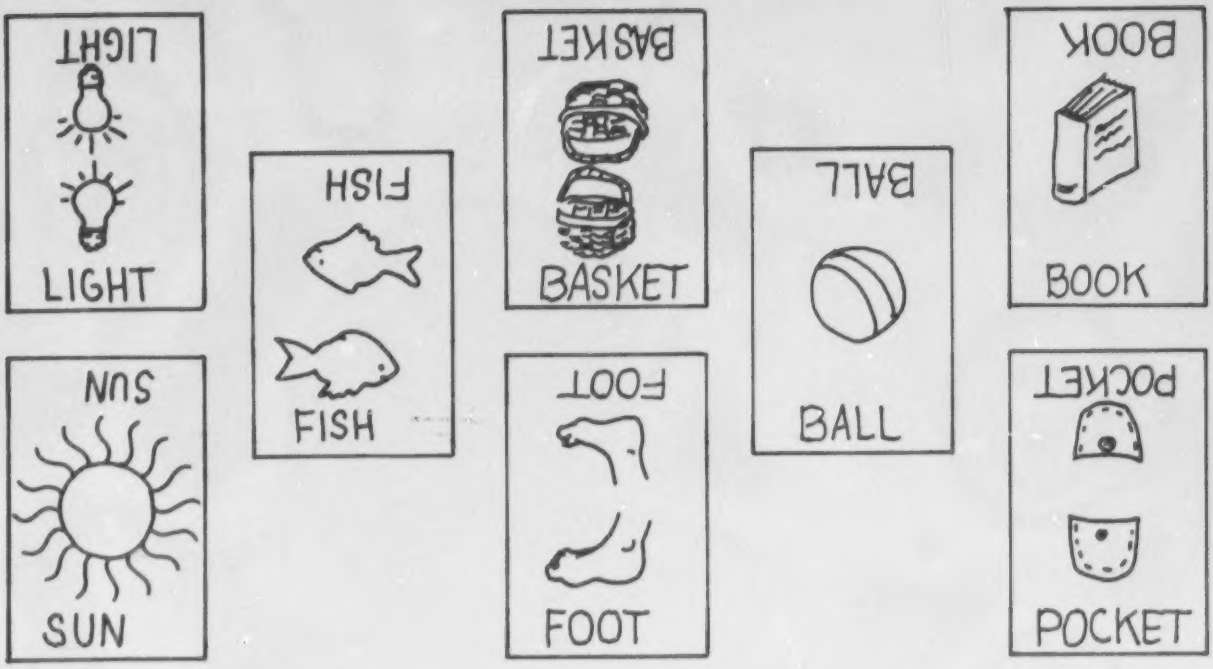
Construction of Item: Mount a story on the inside covers of a manila folder. (Add pictures as necessary.) On a ditto, prepare a crossword puzzle dealing with the ideas and vocabulary you wish to stress. On another ditto, write the clues for solving the crossword puzzle. Put copies of the crossword puzzle and clue sheet in the folder. The folders can then be filed for easy access by students who will be doing independent reading activities.

Instructions for Use: The student reads the story and completes the puzzle. If the students are to self-correct their work, the answers can be put in an accessible place.

Contributor: Ruth Reeder
301 Fairchild
Normal, IL 61761

Classroom Teacher-Intermediate Deaf
Metcalf School

"COMPOUND RUMMY" READING—COMPOUND WORDS



Grade Levels: 1-5 grades **Estimated Cost:** $.50

Purpose: To give children practice in forming and/or recognizing compound words.

Materials Needed: Thirty-five (3" x 5") unruled index cards with pictures and names of pictured items.

Construction of Item: On each of the thirty-five (3" x 5") unruled index cards, draw a picture and print the picture's name under the picture. I put 2 pictures and their names on each card, one picture and its name at either end of the card so the cards don't have to be sorted for being upside-down. The pictures on my cards are: bonnet, sun, flower, ball, foot, basket, hand, bag, box, pocket, pot, stove, fish, fly, cake, book, bow, rain, ear, drum, light, cat, cow, boy, star, butter, pipe, string, net, meat, fire, man, shoe, mail, pan.

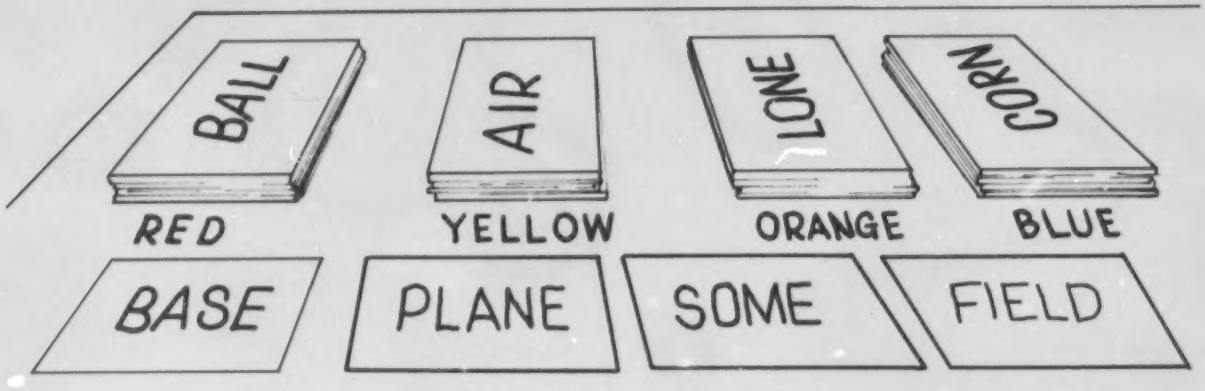
Instructions for Use: Each player gets 5 cards. The other cards remain face down in the deck. The first player picks a card from the deck. If he/she can use it, he/she forms a compound word and puts the two cards down in front of him/her. Then he/she must discard one card and place it face up, next to the deck. The next player may pick the discarded card or one from the top of the deck. Any player who needs either the card on top of the discard pile or one under it, must pick up the whole pile of discarded cards. The game continues until there aren't any cards left on the table, or one of the players hasn't any cards left. The winner is the one with the most compound words.

Possible compound words: sunbonnet, sunflower, sunlight, sunfish, rainbow, eardrum, cowboy, fireman, mailman, basketball, football, handball, handbag, handbook, pancake, meatball, butterfly, shoestring, flowerpot, starfish, pocketbook, stovepipe.

Contributor: Carol Catardi
1925 North Shenandoah
Arlington Heights, IL 60004
Teacher
Patton School

"MATCH-IT"

READING—COMPOUND WORDS



Grade Levels: 3-6 grades **Estimated Cost:** $3.00 or less

Purpose: To reinforce the learning of compound words.

Materials Needed: 32 (3" x 5") index cards; permanent felt tip markers (orange, blue, red, yellow); 1 black felt tip marker for printing.

Construction of Item: Cut the 32 index cards in half. Color only one side of each group of 16 cards one color; let the cards dry at least 1/2 day. Print one word on the colored side of each card.

Instructions for Use: This game consists of 64 word cards; 16 of each color (16 orange, 16 blue, 16 red, 16 yellow). Each player selects a group of word cards of one color. The player tries to match two words to make a compound word. The first player to make the most compound words wins the game. However, each player must pronounce each compound word he/she makes.

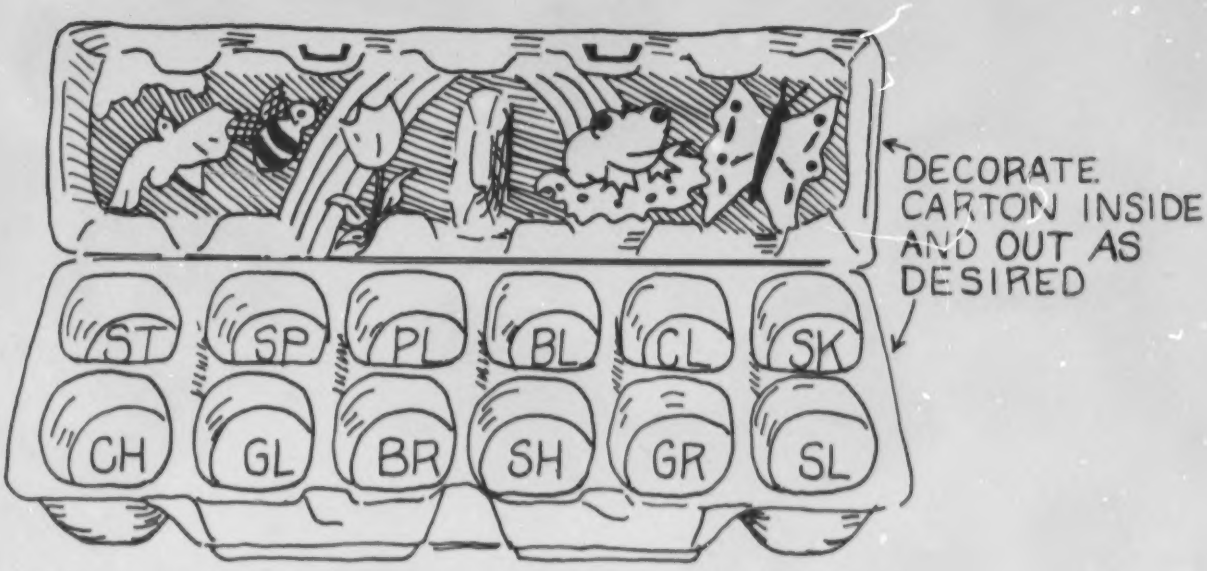
If a player fails to pronounce or can't pronounce a compound word, he/she can't count it as one of his/her compound words.

Suggested Words

Red Cards	Yellow Cards	Orange Cards	Blue Cards
foot	every	green	club
noon	play	down	house
air	after	rail	down
base	bare	gold	town
play	what	field	ever
room	thing	corn	road
what	room	fish	any
thing	noon	some	fish
some	some	town	corn
ball	ball	road	field
ground	class	where	lone
plane	air	any	some
every	base	club	rail
after	ground	house	green
class	foot	ever	gold
bare	plane	lone	where

Contributor: Deborah D. Turner
1105 Gaty Avenue
East St. Louis, IL 62201

Remedial Reading Teacher
Project Conquest
Lafayette School



Grade Levels: 4-8 grades **Estimated Cost:** Minimal

Purpose: To teach and reinforce the use of consonant blends.

Materials Needed: Egg carton; felt tip pen; contact paper, construction paper or paint; button or small coin.

Construction of Item: Decorate the egg carton by covering the top half with contact or construction paper or by painting it. The inside of the lid can also be decorated. In the bottom of each space which holds an egg, use a felt tip pen to print a different consonant blend (e.g., st, pr, bl, ch, sp, sk, cr, gr, sl, fl, sh, tr, etc.). Place the button or small coin inside the egg carton.

Instructions for Use: This game can be played by two students or teams. The object of the game is to shake the egg carton so the button or small coin lands in a space marked with a blend. The student opens the carton, tells what consonant blend space the button is in and then gives a word starting with that blend. One point can be given for each correct answer.

Contributor: Brian Skoog
1602 Greenwood Cemetery Road
Danville, IL 61832
Teacher of Junior High EMH
South View Junior High School

"FLAP JACK"

READING—CONSONANTS

Grade Levels: K-1 grades

Estimated Cost: $3.00

Purpose: To reinforce the consonant sounds and letters.

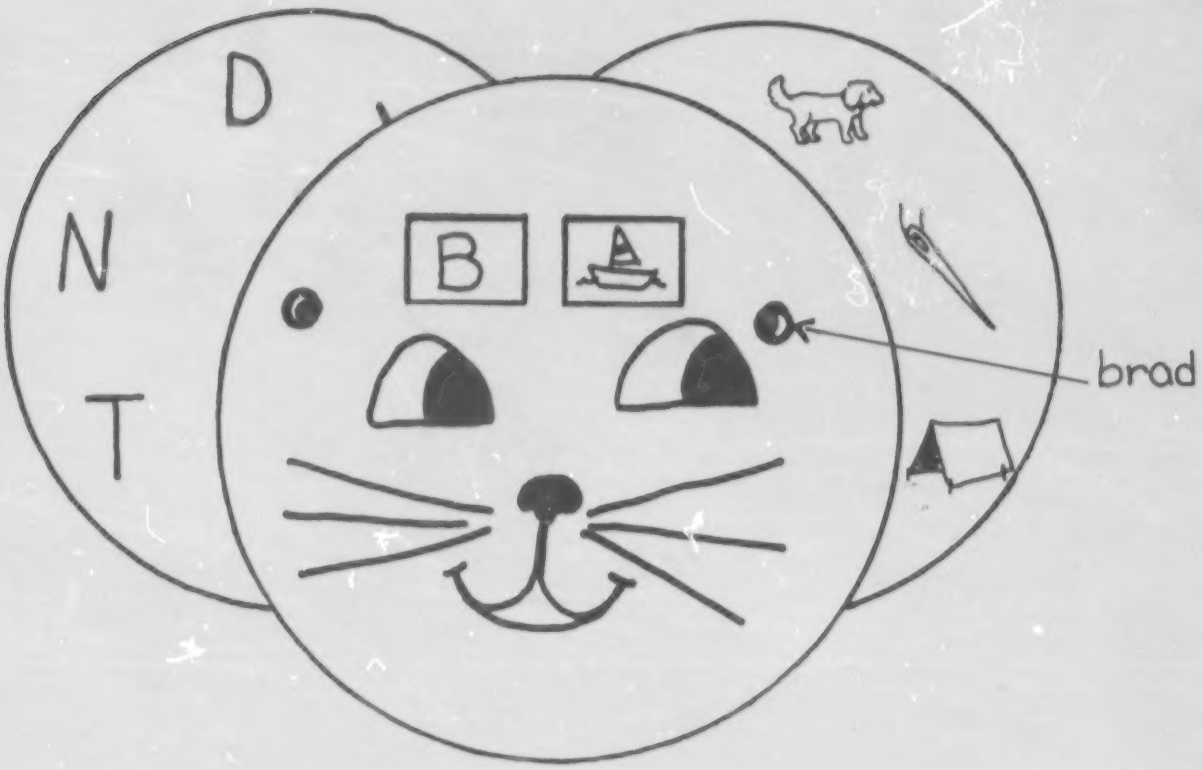
Materials Needed: Cardboard, small pictures cut from a magazine, pancake turner, paper plates, and contact paper.

Construction of Item: Cut cardboard into five-inch circles. The circles represent flapjacks. On each flapjack, glue a small picture; cover each flapjack with contact paper to protect it.

Instructions for Use: Flapjacks are placed upside down; flip them over using the pancake turner. If the child can tell you what the picture on the flapjack begins with, the child can keep it and put it on his/her plate. Children can play this individually or in a group.

Contributor: Teresa Sanford
R.R.
Abingdon, IL 61410

Kindergarten Teacher
Gilson Elementary School



Grade Levels: K-1 grades **Estimated Cost:** Minimal

Purpose: To reinforce the consonant sounds and letters.

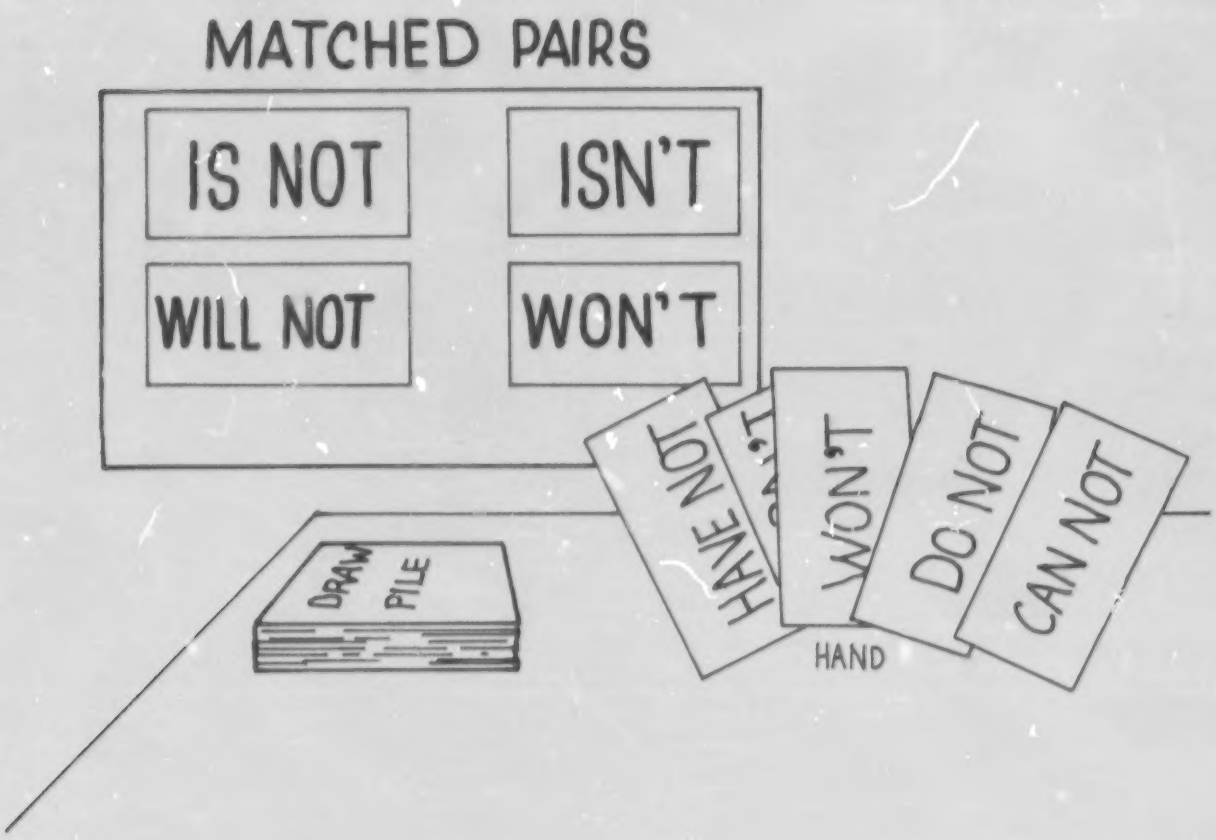
Materials Needed: Three pizza circles (one pizza circle should be larger than the other two), two brads, felt tip pen.

Construction of Item: Cut two holes in the larger pizza circle above the mouse's eyes. Using the brads, fasten the two smaller pizza circles to the larger pizza circle to form ears. Brads must go through the centers of the ears. Glue letters to one ear and pictures beginning with those letters to the other ear. The letters and pictures must be spaced so they appear in the holes above the mouse's eyes when the ears are turned.

Instructions for Use: Turn the ears of the mouse until the letter and the picture beginning with that letter match.

Contributor: Terese Sanford
R.R.
Abingdon, IL 61410

Kindergarten Teacher
Gilson Elementary School



Grade Levels: 3-6 grades **Estimated Cost:** $5.00 or less

Purpose: To teach contractions.

Materials Needed: 3" x 5" index cards

Construction of Item: On each card in one group of cards, print a contraction. On each card in another group of cards, print each contraction's base words.

Instructions for Use: Deal five cards to each player. Put remaining cards face down in a pile in the center of the table. Each child takes a turn asking one of the other players for a card he/she needs. For example: Jan has the word "can't" on one of her cards. She asks one of the other players for the card that says "can not." If the player she asks has it, he/she must give it to Jan. Then Jan can lay down her matched pair. If the other player doesn't have the card she asked for, then Jan must draw a card from the center pile. Then it's the next player's turn. Whoever has the most matched pairs at the end of the game is the winner. The game ends when the first player has matched all his/her cards, or all the cards have been drawn from the center pile.

Contributor: Vickie Wilson
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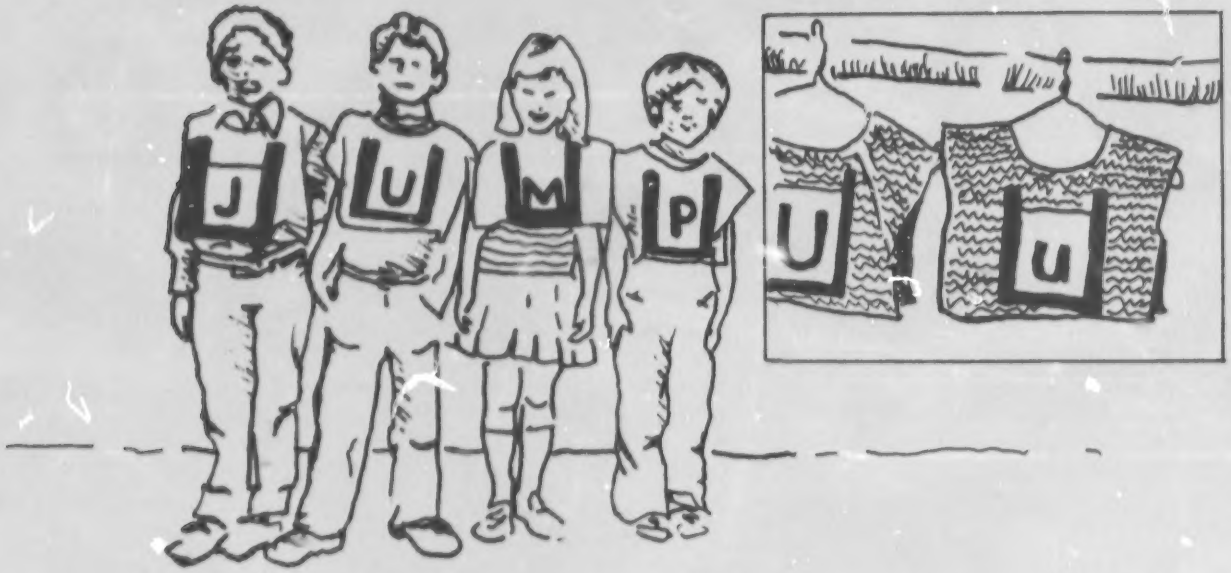
Mt. Vernon, IL 62864

Graduate Student
SIU-Edwardsville

"ALPHABET CAPES"

READING—PHONICS



Grade Levels: Preschool-2 grades **Estimated Cost:** $1.00 per 10

Purpose: To recognize letters of the alphabet (or numerals, colors, or shapes); to put in alphabetical or numerical order; to match capital letters with lower case letters; to say sounds of the letters; to blend sounds into simple words.

Materials Needed: Packages of commercial type all-purpose cloths (Handi-Wipes; Kendall Wipe-Ups; etc.), sheets of acetate (8 1/2" x 11"), 3/4" tape (masking, mystik, or similar type), plain index cards (4" x 6"), felt tip pens (permanent ink).

Construction of Item: Open all-purpose cloth. Fold it in half to make a square. Cut out semicircle in the fold to make a neck opening large enough to fit over a child's head. Cut acetate sheet in half (8 1/2" x 5 1/2") to form a pocket for the front and back of the cape. Fold over one end of the acetate sheet about 1 1/2". This will be the top of the pocket. Place acetate in the center and near the bottom on the front side of the cape. Tape acetate pocket to cape on 3 sides with tape strips, overlapping bottom and sides. Apply back pocket in same manner. On index cards print capital and lower case letters, numerals, shapes, etc., using different colored felt tip pens.

Instructions for Use: Insert a capital letter in one child's cape pocket and a lower case letter in another child's cape pocket. The children arrange themselves alphabetically, or match capital letter to lower case letter, or arrange themselves to make words. It is a good teaching tool for illustrating blending. The cape is short enough for child to wear sitting or standing. Additional suggestions for use: number cards to arrange in numerical order; shapes to identify or arrange in patterns; color cards to identify or match light with dark shades; pictures for categorizing; pictures that rhyme.

Contributor: Virginia L. Fletcher
1767 North Edward St.
Decatur, IL 62526
Kindergarten Teacher
Garfield Elementary School

Grade Levels: 1-2 grades **Estimated Cost:** under $1.00

Purpose: To teach sounds (vowels, consonants, blends), decoding, sight words.

Materials Needed: White cardboard for game board and cards, colored cardboard for cards (2" x 3"), old workbook pictures, rubber cement, scissors, dice, contact paper to cover. If changeable directions wanted, grease pencil.

Construction of Item: Cut cardboard for game board to desired size (6" x 9" is a good size). Draw nine equal rectangles (2" x 3") on the game board. In each rectangle, paste a picture according to the objective being taught. For instance, in the rectangles on my game board, I have pictures of a toad, dog, toe, tea, tag, goat, gate, tie and net. Using colored cardboard, make colored cards by cutting rectangles 2" x 3", the same size as those drawn on the game board. On the colored cards, paste pictures which are identical to those pasted on the game board and which were taken from an identical workbook. Then cut nine white cards from the white cardboard (2" x 3") and print on the white cards the word for each picture which appears on the colored picture cards.

Instructions for Use:

1. Beginning learners can use the colored picture cards and the large game board with pictures on it and match the pictures on the colored cards to those on the game board. To teach vowels, children pick up a colored picture card, say the picture name and the vowel sound heard, and then place the colored picture card on the identical picture on the game board. Cards can also be used for either beginning or ending consonants or both.

2. The white cards with the words printed on them are used in the following way: child sounds out the printed word and places it on the correct picture on the game board. This activity can be used in small reading groups, or individually.

3. The colored picture cards and the white word cards can be used without the game board to play match (find a picture and a word that go together). Lay out the colored picture cards in one column and the white word cards in another column and match the two.

4. A child can play concentration by first turning up a picture card and then turning up a word card. If the cards make a pair, the child gets to keep the pair of cards; if not, they are returned to the table and the child tries again. The child should try to remember where he/she placed the cards so they can be used when needed.

5. As sounds are introduced, make enough different game boards and white word cards for each child. When the children have learned 10 or more consonants and the vowels, give each child a game board and the word cards. Each child's word cards are to be placed face down on the table in front of him/her. Each child is to take a word card and see if he/she can match the picture on his/her game board with the word on the word card. If the child can, the word card is put on the picture on the gameboard. If the child can't, it is put back. The first child to cover his/her game board is the winner.

6. Colored picture cards and white word cards can be given to players. They can see how many pairs they can make. The one with the most pairs, wins. Games like Old Maid, Rummy and Fish can be played with the cards.

7. Label small soft margarine containers with a letter. Give children a number of white word cards or colored picture cards. They are to put their cards in the correct lettered container.

8. A more complex game board can be constructed. The child is to throw the dice and pick a card from the stack of face-down cards. If the objective is to read the word, the child must pronounce the word. If the child gives the correct answer, the child gets to move the number of spaces on the game board as is shown on the dice. Label several spaces on the game board with "go ahead" or "go back (so many) spaces". This makes the game more interesting.

Many games can be played with these simple materials. They can be used by individual students or in groups. They can be used by a good reader to help a slow reader. Children can make up their own games to use at home with siblings or parents.

Contributor: Mildred J. Sims
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Westview School

INQUIRE
WORD GAME

L	E	T	T	E	R
POINTS 5	10	15	20	25	30

LETTERS IN ORDER, FACE DOWN FROM LEFT TO RIGHT, IN FRONT OF EACH PLAYER

A	B	C	D	E	F
G	H	AND SO ON ...	X	Y	Z

↖ LETTERS OF ALPHABET TURNED FACE DOWN

C	A	T

EACH PLAYER MAKES A WORD FROM HIS/HER LETTERS OUT OF OPPONENTS VISION AND PLACES THE WORD FACE DOWN IN FRONT OF HIM/HER.

INQUIRE

3"

5"

INQUIRE STACK WITH DIRECTIONS ON THE OTHER SIDE

OPPONENT ON YOUR LEFT EXPOSE A LETTER

"INQUIRE WORD GAME"

READING OR SPELLING—PHONICS

Grade Levels: 5-8 grades

Estimated Cost: $2.00 or more

Purpose: To provide practice in constructing words with correctly spelled vowels. To put letters in words in the correct sequential order and to pronounce the words correctly.

Materials Needed: 84 (3" x 5") index cards for "Inquire" cards, felt tip marker, construction paper for 1" squares.

Construction of Item: Cut construction paper into 1" squares. Print one letter of the alphabet on each of the 1" squares. Make at least one set of alphabet squares for each player (extra vowels and popular consonants make the game more versatile). For the "Inquire" stack of cards in the center of the table, print the word, "Inquire", on one side of each of the 84 (3" x 5") index cards. Divide the 84 index cards into 14 groups of 6 cards each. On the opposite side of each of the 6 "Inquire" cards in group one, print the directions listed below for group one. Do the same for each of the remaining 13 groups by printing the directions given below for each group on the opposite side of each of the 6 cards within each group.

Directions for Back of "Inquire" Cards:

Group 1 — Deduct 10 points from your score.
Group 2 — Deduct 15 points from your score.
Group 3 — Deduct 20 points from your score.
Group 4 — Deduct 25 points from your score.
Group 5 — Add 10 points to your score.
Group 6 — Add 15 points to your score.
Group 7 — Add 20 points to your score.
Group 8 — Add 25 points to your score.
Group 9 — Triple the value of your first letter guess.
Group 10 — Multiply the value of your first letter guess by five.
Group 11 — Take your normal turn.
Group 12 — Take an additional turn.
Group 13 — Opponent on your left, expose a letter.
Group 14 — Opponent on your right, expose a letter.

Instructions for Use:

Two or more players c[illegible]ay. Players are to sit on the same side of a table or desk and face the sam[illegible]irection. They should not sit facing each other since one player may present the words to the other player in reverse order. Place a set of alphabet letters face down in front of each player. Instruct each player to construct a word making certain the word has a vowel, the letter order is from left to right, and the letters are face down in front of each player.

Order of Game:

Player No. 1 takes a card from the "Inquire" card stack in the center of the table and follows the directions on the card. If Player No. 1 draws an "Inquire" card which says, "Deduct so many points from your score," and Player No. 1 hasn't any points yet, Player No. 1 will have to go in the hole (Player No. 1 will have a minus score). If the "Inquire" card says, "Add 25 points to your score," then Player No. 1's score is 25. Once Player No. 1 has followed the directions on the "Inquire" card, he/she can proceed as follows. Player No. 1 asks any player of his/her choosing for a specific letter. Player No. 1 is trying to guess the other player's word. Player No. 1 continues asking players until he/she misses (the particular player asked doesn't have the letter Player No. 1 asked for in his/her word). If a player has the letter that Player No. 1 asked for in his/her word, the player has to turn that letter face up. Then Player No. 1 gets the points for the position of that letter turned face up in the other player's word. If the player doesn't have the letter asked for by Player No. 1 in his/her word, the play goes on to the next player. If at any time during his/her turn a player decides that he/she wants to guess someone's word, he/she may do so by saying the child's name and then asking, "Is your word, ape"? If the player guessing misses, he/she faces penalties. When a player's word has been guessed by another player, he/she is not out of the game. He/she continues to take his/her turn by pulling from the card pile and getting additional points. Player No. 2 continues in the same order as Player No. 1. Game ends when all players' words are guessed.

Scoring:

The first letter is worth 5 points
The second letter is worth 10 points.
The third letter is worth 15 points.
Each succeeding letter is worth 5 points more than the letter which proceeded it.

If a player guesses a word, he/she gets 100 points.
If a player guesses a word, but misses, he/she is penalized 50 points.

If a player misspells a word or doesn't have the letters in his/her word arranged in left to right order, he/she is penalized 50 points.

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Conquest Teacher
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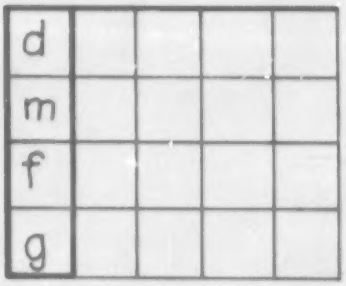

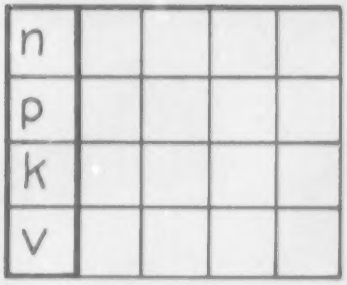

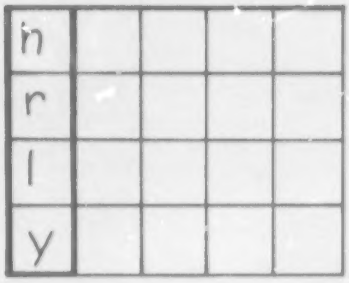

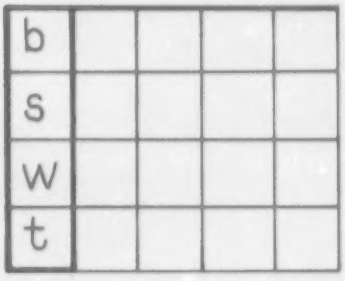

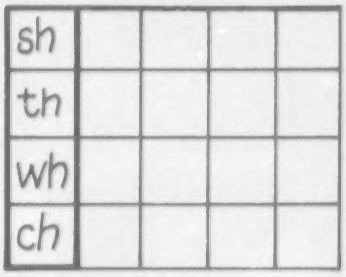

Grade Levels: K-3 grades **Estimated Cost:** $1.50

Purpose: To provide practice in relating sounds and their pictures.

Materials Needed: Cardboard or tagboard, old readiness books for obtaining pictures of each of the consonant sounds and blends given below.

Construction of Item: From the cardboard, cut 5 large cards (10" x 8"). On the cards, draw 20 squares — 4 down and 5 across. In the first column of each card, put four consonant sounds or blends as they appear in the readiness book: (d, m, f, g), (b, s, w, t), (h, r, l, y), (n, p, k, v), and (ch, sh, th, wh). Next make markers by cutting 80 squares (2" x 2"). Then make 80 picture cards by pasting pictures to cardboard or tagboard.

Instructions for Use: Give each of 5 players a large card with the initial consonant sounds. Shuffle 80 picture cards and turn face down in front of caller. The caller holds up a picture card. Each player tries to match it to one of the letters on his/her large card. If there is a match, the player places a square marker on one of the squares in the row and to the right of the sound. When a player has 4 markers across or 4 down, he/she "Lotto's."

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First Grade Teacher
Attucks Elementary School

"WHICH WITCH?"

READING—PHONICS

Grade Levels: 1-5 grades

Estimated Cost: Minimal

Purpose: Auditory discrimination between **w** and **wh**.

Materials Needed: Game board, 4 markers, checking card and a die.

Construction of Item: Construct game board as illustrated. In each space on the game board, draw or paste a picture of an item which begins with a **w** or **wh**. Construct markers. Markers are witches on paper stands made from construction paper. Make a checking card which lists the names of the pictured items on the game board beginning with the first picture after the word, "start". On the checking card underline in red the **wh's**.

The pictures on my game board are: watch, wreath, **wheelchair**, wagon, wedge, watermelon, wrench, **whisk**, walnut, windmill, **whale**, **wheat**, wig, woman, wigwam, **wheel**, window, **wheelbarrow**, **whip**, web, worm, wing, **whistle**, wrist, wink, willow, witch.

Instructions for Use: The first player throws the die and moves his/her marker the number of spaces shown on the die. The player must say the name of the picture that is in the space to which his/her marker has been moved and tell if that word begins with **w** or **wh**. If the player gives an incorrect response, he/she must go back the number of spaces he/she just moved. Then the next player throws the die and repeats the process. The players may check each other's responses with the checking card, or another child may act as the teacher and check the players' responses to see if they are correct.

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Teacher
Patton School

"ONCE AROUND THE BOARD" READING—PHRASE RECOGNITION

Grade Levels: 1-5 grades (2 to 4 players) **Estimated Cost:** Minimal

Purpose: To provide practice in recognizing word phrases and using those phrases in a complete sentence.

Materials Needed: Markers for each player, a rectangular piece of cardboard or heavy paper (about one square foot with a 1 1/2 inch margin on all sides), a spinner or dice.

Construction of Item: The margin is divided into spaces in which word phrases are written. Some of the spaces may be used for rewards or penalties.

Instructions for Use: Each player, in turn, spins the arrow or throws the dice and moves clockwise the number of spaces indicated on the dice or by the arrow, starting from "home base." The player then reads the phrase that he/she lands on and makes up a sentence using that phrase. If a player doesn't know the phrase or can't use it in a sentence, he/she returns to his/her original space and waits until his/her next turn. The player who goes once around the board and makes it to "home base" first is declared the winner.

Variations:
1) The number of spaces may be varied.
2) Basic sight words may be written in the spaces for younger children.

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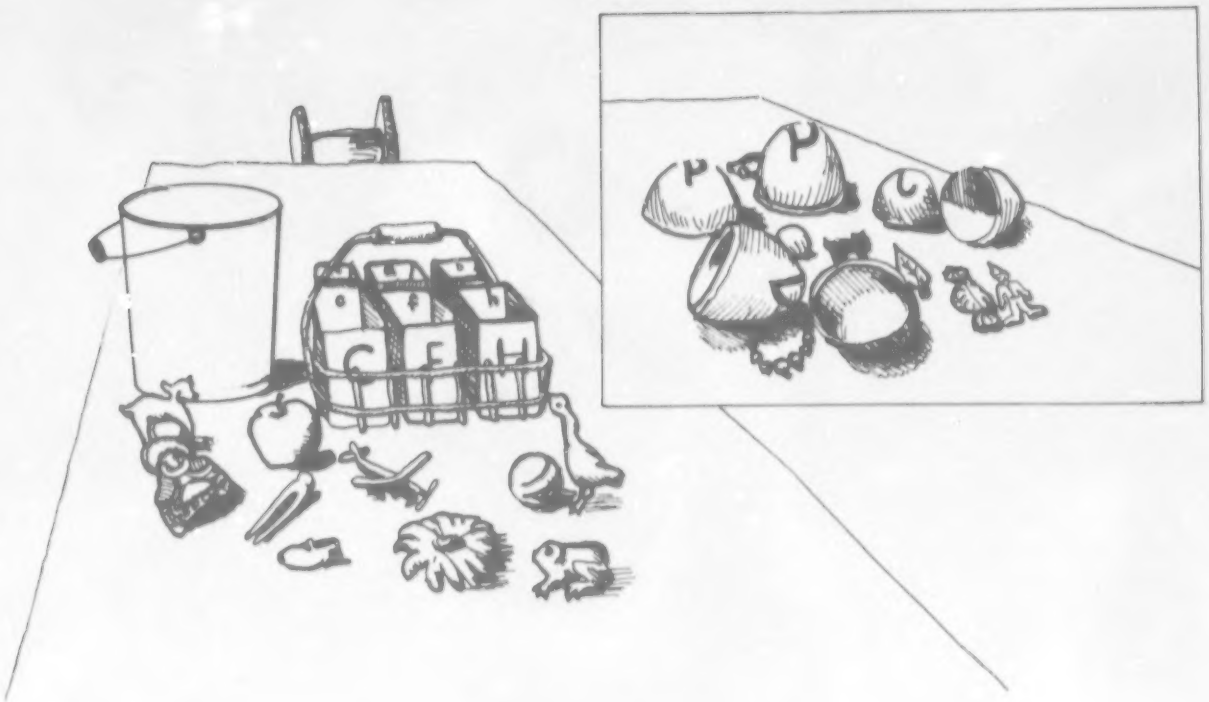
"ALPHABET BOXES"

READING READINESS—LETTER-SOUND ASSOCIATION



Grade Levels: K-1 grades

Estimated Cost: $1.50

Purpose: A fun way to learn letter sounds and associate the sounds with the symbols.

Materials Needed: Half-gallon milk cartons or similar containers (as many as desired), adhesive-backed decorating plastic (contact paper), permanent felt tip pens or adhesive-backed alphabet letters, variety of small objects (toys, utensils, cereal and Cracker Jack novelties, holiday favors, etc.), large container to hold objects (bowl, 5-gallon ice cream container, 3-pound coffee can, small plastic pail).

Construction of Item: Cut off tops of clean milk cartons with a sharp cutting instrument. Cover exterior with adhesive-backed decorator plastic. Write or paste a capital letter on the exterior of the decorated milk carton. With a permanent marker, write the corresponding lower case letter on the inside of the milk carton.

Instructions for Use: Put a variety of small objects that have the beginning sounds being taught in a large container. Have a child remove one of the small objects from the large container, say the name of the object and then place the object in the milk carton marked with the corresponding beginning sound. If available, a wire milk bottle carrier can be used to hold 6 milk cartons. Also, a long narrow florist's box will hold the milk cartons and keep them in one place.

Additional suggestion: This same idea can be adapted on a smaller scale — using the large plastic eggs from the L'EGG product. With a permanent felt tip marking pen, print a capital letter on the end of one of the halves of the egg and the corresponding lower case letter on the end of the other half. Miniature toys, trinkets, pictures, and "prizes" will fit in the eggs.

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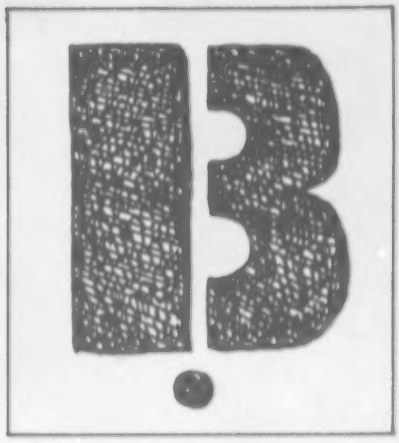
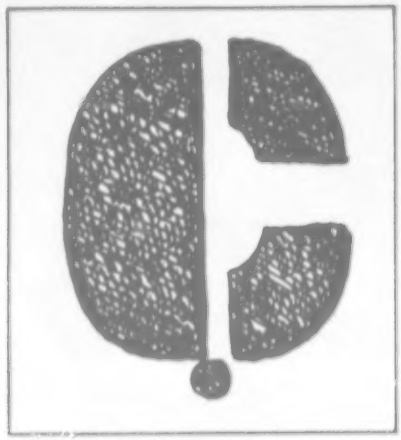
"FELT FIGURES TO FEEL"

READING READINESS





Grade Levels: K-2 grades

Estimated Cost: $3.00

Purpose: To provide visual and tactile stimulation which helps the students to learn and write the alphabet.

Materials Needed: Heavy matte board cut into squares, felt, stencils, glue.

Construction of Item: Each letter of the alphabet is traced on felt, cut out, and glued onto a square of matte board or heavy poster board. A felt dot is glued to the bottom of each letter, number, or figure to indicate the bottom of each letter.

Instruction for Use: Use the squares with letters on them for visual recognition of letters. Have students (with eyes closed) feel the outline of the letters for tactile stimulation. For sequencing, have students unscramble the letters and put them in alphabetical order. The felt letters can be used later to form words and for visual closure games.

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Student Teacher
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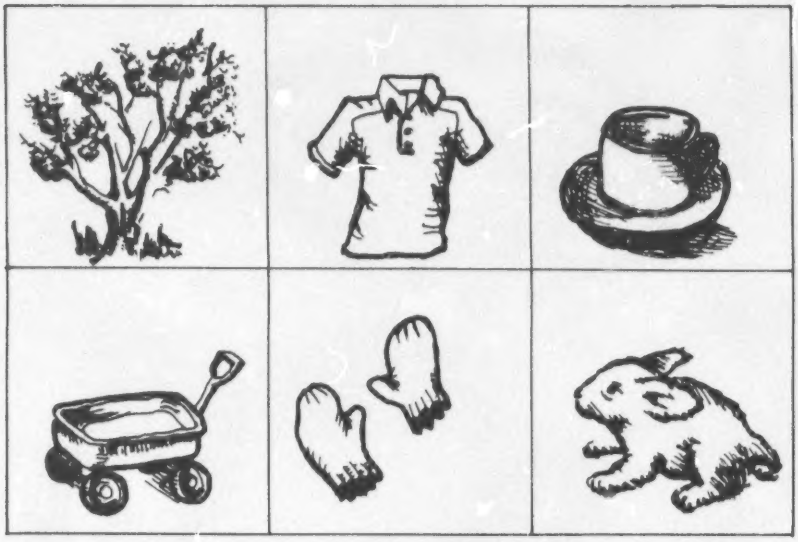
"LOTTO GAME"

READING READINESS—MATCHING, LABELING



Grade Level: Kindergarten or TMH **Estimated Cost:** $2.00

Purpose: To provide practice in matching pictures and using the name of the object in the picture in a sentence.

Materials Needed: Two identical catalogs, tagboard, clear contact paper, glue, scissors.

Construction of Item: Cut tagboard into 9" x 6" pieces for game boards (one for each student) and draw lines to divide each board into six 3-inch squares. Cut another piece of tagboard into individual 3-inch squares, one for each picture used. Cut identical pictures out of catalogs of toys, clothing, and familiar household items. Glue one picture on the individual 3-inch square and the other picture within a square on any game board. After pictures are glued on game boards and squares, cover all with contact paper. (Each game board will have six different pictures on it.)

Instructions for Use: Pass out one game board to each child. The teacher or one of the children holds up the individual picture squares one at a time and says, "Who has the ___?" The child with the matching picture says, "I have the ___" or the child can just say the name of the object. If the child is correct, the teacher hands the child the picture square, and the child places it on the matching picture on his/her game board. The game is played until all the children have their game boards covered. The picture squares can be collected by calling for each object separately.

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TMH Teacher
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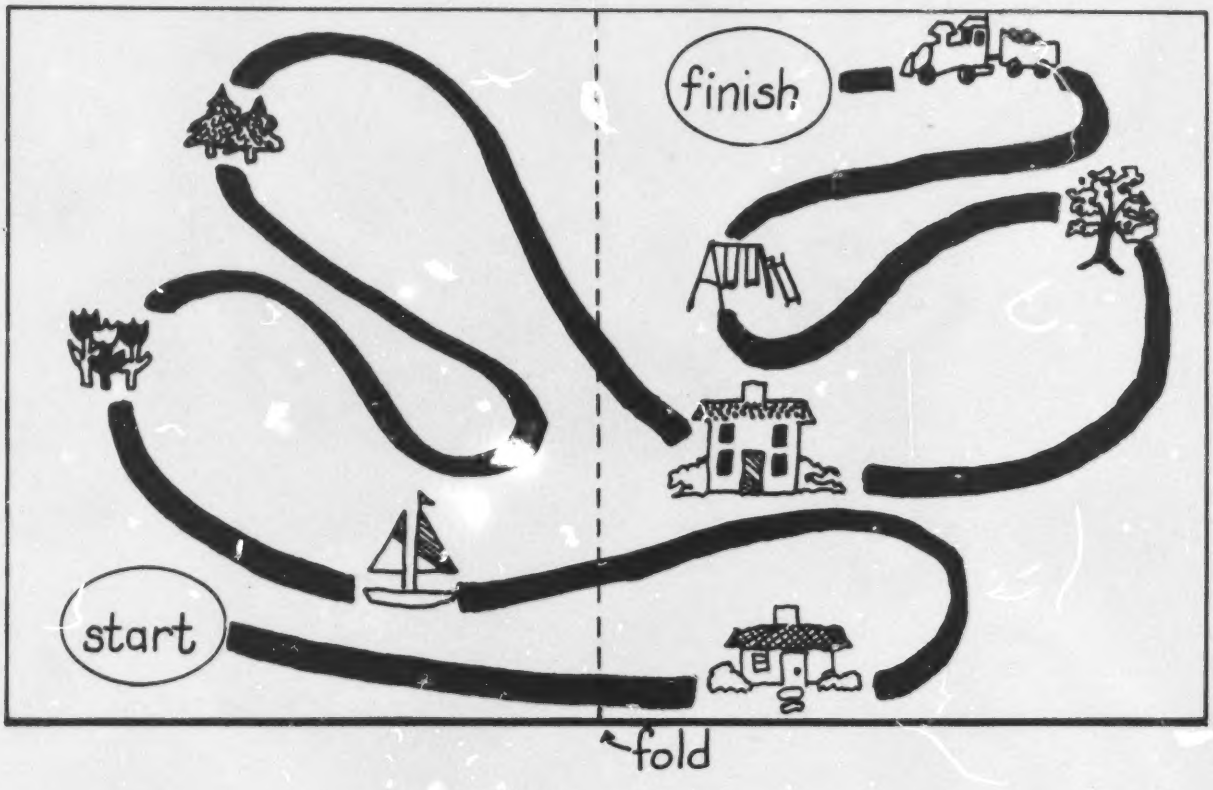

Grade Levels: Preschool-1 grades (1-3 players) **Estimated Cost:** $1.00

Purpose: To aid in teaching eye-hand coordination, matching, directions, color or number recognition, association of words to pictures.

Materials Needed: Tagboard (1 piece 12" x 18" and 10 pieces 2" x 4"), felt tip marker, glue, small cars, small pictures.

Construction of Item: For the map, draw a winding road on the large piece of tagboard using a felt tip marker. At scattered spots on the map, glue 10 pictures, such as houses, playgrounds, trees, etc. To make the 10 picture cards, use the 2" x 4" pieces of tagboard and glue pictures on them that match those on the map. The pictures can be hand drawn, cut from magazines or old workbooks. Instead of using pictures of different things on the map and cards, all houses could be used. The houses could be different colors.

Instructions for Use: The first player places his/her car on the road and turns over a card. The child then drives his/her car to the corresponding picture (or house) on the map without going off the road. The teacher can also orally direct each child to go to the proper picture instead of using the cards.

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Pre Kindergarten Teacher
Blaine-Sumner School

"SPONGE ALPHABET LETTERS"

READING READINESS—LETTER RECOGNITION

Grade Levels: Preschool — Primary **Estimated Cost:** $1.00

Purpose: To teach alphabet letters through tactile discrimination.

Materials Needed: Bags of sponges (approx. 2 bags), scissors.

Construction of Item: Take moistened sponges and cut out alphabet letters with scissors. There is no need to trace the letters; the sponges cut very easily. They can be kept in a plastic bag in order to keep them moist.

Instructions for Use: These letters may be used as sandpaper letters are used; however, they are much easier for children to work with. I have used them with slow learning children, ages six through eight. The children close their eyes, reach in the bag, pick a letter, and then try to determine which letter it is by turning it over and over again in their hands. (Editor's note: It may be a good idea to mark the right side and top side of each letter so students don't reverse them.)

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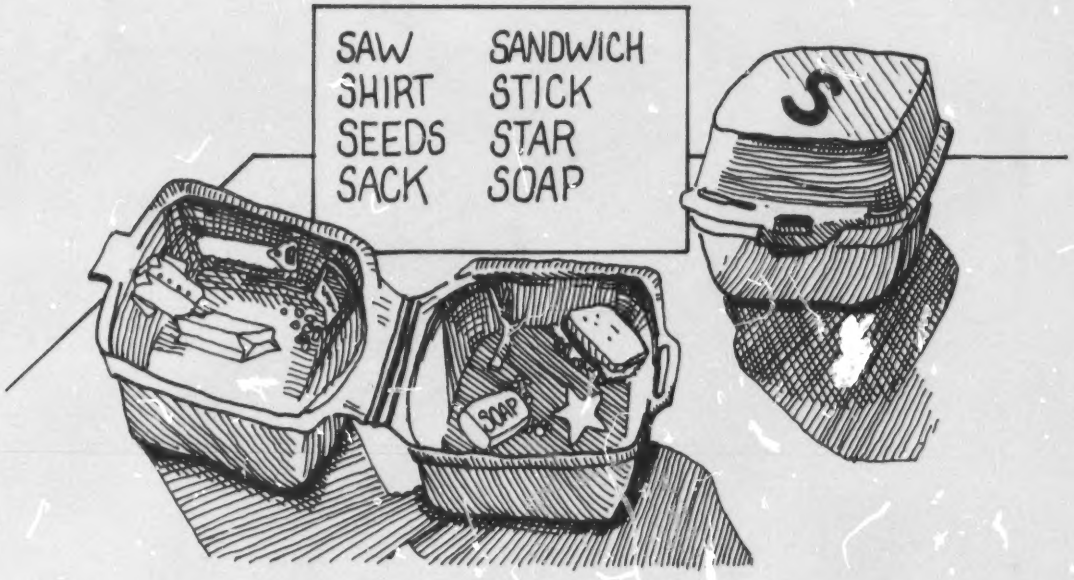
Teacher of Slow Learning Deaf
Forest Road Elementary School

"WORD BURGERS"

READING READINESS—LETTER-SOUND ASSOCIATION



Grade Levels: Preschool — 2 grades **Estimated Cost:** $3.00

Purpose: To develop and review letter-sound associations. To reinforce awareness of words that begin with any given letter.

Materials Needed: Styrofoam hamburger containers from McDonald's, old workbooks or catalogs for use in cutting out letters and pictures, clear contact paper to hold and protect the pictures, index cards for writing down the pictures' names.

Construction of Item: Clean the container. Find 5 or 6 small colorful pictures for each section of the container and affix to the inside of the box with the clear contact paper. On the outside print the first letter of the word that each picture denotes. For older children who have learned to read a little, print on an index card the words representing the pictures affixed to the inside of the hamburger container. Either orally or as a written assignment have the children match the words on the index cards with the pictures in the container.

Instructions for Use: Initial interest in seeing what you have done with the empty hamburger boxes brought in by the children seems to provide them with sufficient motivation for wanting to play with the boxes. Pairs of children can work with the finished boxes by using riddles to guess the other child's pictures. Another day the child may choose a box and draw the letter and pictures on paper. The boxes can be left around the activity center for children to look at in their free time.

Contributor: Joan Buettner
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Primary Teacher
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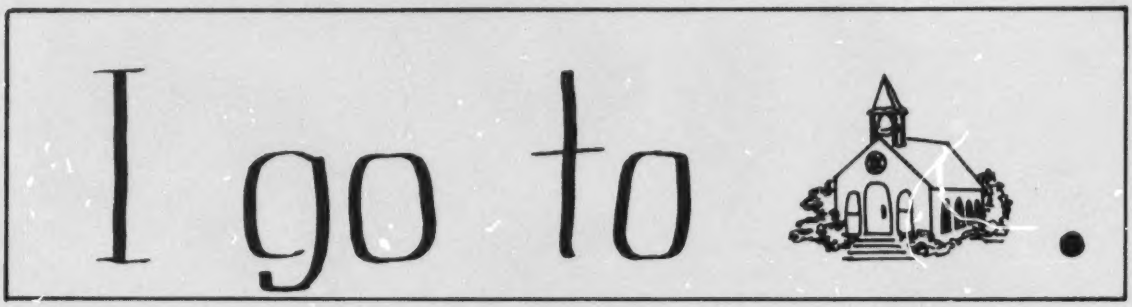
"REBUS SENTENCE STRIP"

READING—REBUS SENTENCE CONSTRUCTION



Grade Levels: K-2 grades **Estimated Cost:** $1.00

Purpose: To teach basic words, names of objects and punctuation.

Materials Needed: Scissors, glue, felt tip pen, tagboard or poster board, small pictures from old readiness books.

Construction of Item: Cut tag or poster board in 4" widths and as long as is needed for your sentence. Use felt tip pen to print sentence. Cut out pictures and glue them on strips.

Instructions for Use: Teacher, aide, or a child holds up strip for children to read.

Contributor: Bonna Jean Kirk
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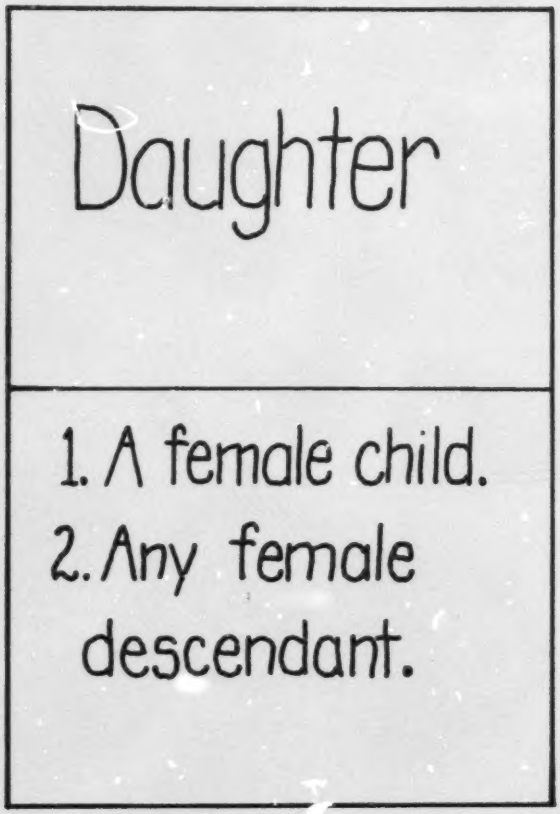
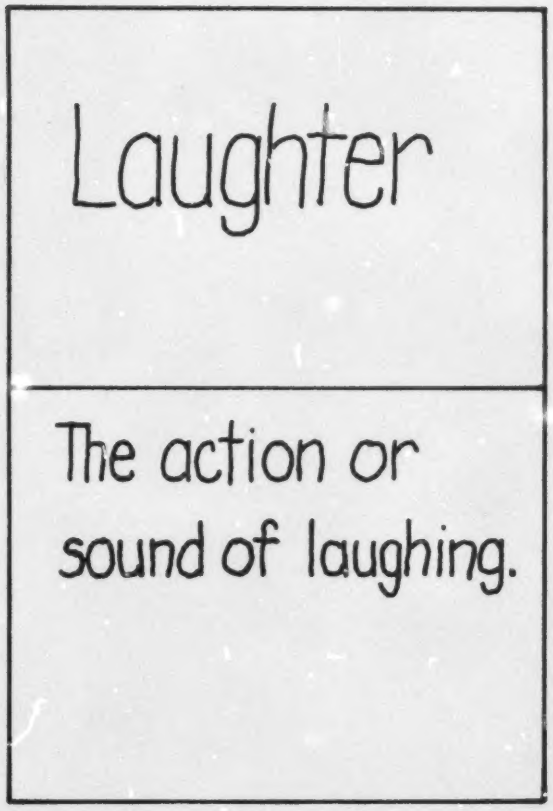
Kindergarten Teacher
Garrison Elementary School





Grade Levels: 3-6 grades **Estimated Cost:** $.50

Purpose: To increase reading vocabulary.

Materials Needed: 3" x 5" index cards and a die.

Construction of Item: On one-half of index card, write a new vocabulary word that the student has met in his reading. On the other half, write the meaning of the new word. Do the same for additional cards.

Instructions for Use: Place cards in pile on the table, face down. Partner (teacher) selects card. Student rolls the die. If only one dot appears on the die, student can earn one point for successful completion of each task. If two dots appear, he/she can earn two points, etc. Points are given for completion of each task concerning the word chosen. Partner reads word or word definition and student performs task. Task: Without looking, write the word on paper, forming the letters and spelling the word correctly.

Contributor: Evelyn L. Lewin
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Learning Disabilities Resource Teacher
Highland School

STUDENTS TURN OVER CARDS TO FIND MATCHING PAIRS.

JUMP	STOP		AM
	RAN	JUMP	AM

Grade Levels: 1-3 grades **Estimated Cost:** $3.00

Purpose: To teach vocabulary words.

Materials Needed: 3" x 5" index cards.

Construction of Item: Print vocabulary words on the plain side of index cards. Each word must have another card with the same word on it for a match.

Instructions for Use: Rules are the same as "Concentration." Turn the index cards over with the words facing down. Place the cards in 2 rows. The child flips over one card and says the word. Then he/she flips over another card and says that word. If the second word matches the first, then he/she gets another turn. A point can be given for each match.

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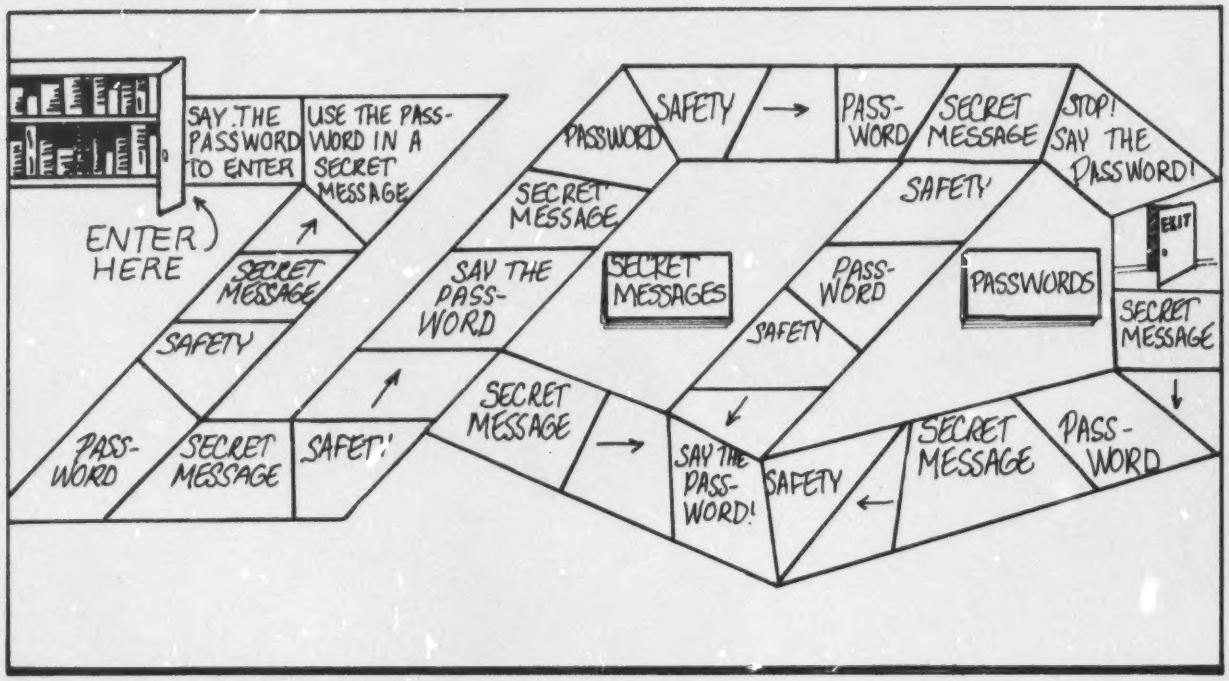
Graduate Student
SIU-Edwardsville

"SECRET SPIES' PASSAGEWAYS" READING—VOCABULARY



Grade Levels: 1-5 grades **Estimated Cost:** $2.00

Purpose: To review or introduce recognition and meaning of vocabulary words.

Materials Needed: Tagboard, clear contact paper, colored felt tip markers, construction paper, die or a spinner borrowed from any game.

Construction of Item. On a piece of tagboard, draw a series of "passageways" as shown. Mark some spaces "safety", "secret message" and "password." Mark some spaces with arrows (some pointing forward and some backward). Make password cards out of construction paper. Print vocabulary words being taught on the password cards. Make secret message cards using the same vocabulary words in sentences. On back of tagboard, write simplified instructions for use of game. Cover tagboard with clear contact paper.

Instructions for Use: Players enter secret passageway behind the bookcase. A six or a one on the die is needed to enter. A player landing on a space occupied by another player may send that player back five spaces. Directions on each space must be followed. For example:

Password — read a password card aloud.
Secret message — read a secret message card.
Safety — no one can send a player back if he lands here.
Arrow pointing forward — go forward one space.
Arrow pointing backward — go back one space.

The first player to exit through the door at the end of the passageway is the winner.

Contributor: Marcia Weltman
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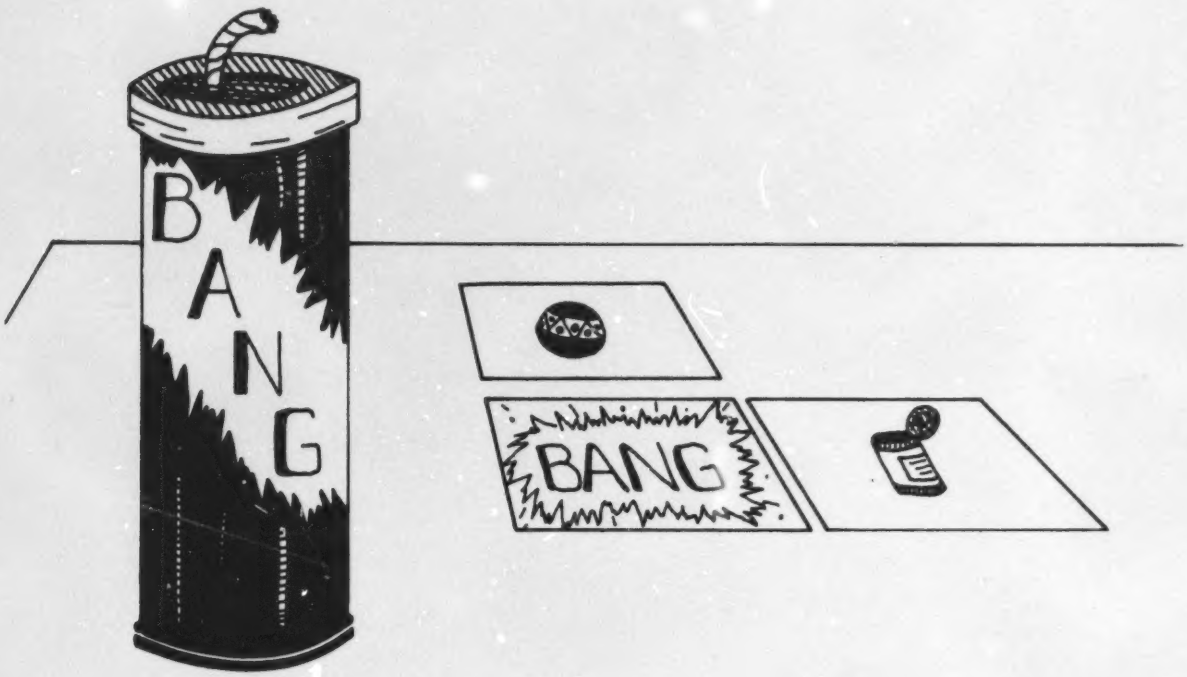
Remedial Reading Teacher
Willow Springs School

"BANG GAME"

READING—VOWELS



Grade Levels: 2 grade and up **Estimated Cost:** $1.00

Purpose: To reinforce skills in the subject needed.

Materials Needed: 1 Pringle potato chip can with lid, index cards, pictures from used workbooks, red contact paper, heavy string.

Construction of Item: Cover Pringle potato chip can with red contact paper. Cover the metal ring around the inside of the top opening with masking tape to prevent students from cutting their hands even though it is partially covered with plastic. Affix heavy string to the plastic lid. Print the letters B-A-N-G on the can. Cut index cards into size 1" x 2" and glue pictures on cards for players to draw from can. A good ratio is 75 cards with pictures and 20 to 25 cards with the word, "bang."

Instructions for Use: The object of the "Bang Game" is to give the correct answer for 10 cards. The player who retains 10 cards is the winner. Should a player have, for example, 7 cards and on his/her next turn, he/she draws a "bang" card, he/she loses the 7 cards and must begin again.

The "Bang Game" can be used for phonics, beginning sounds and blends, vowels, syllabies, math problems, nouns, verbs, unscrambling spelling words, etc.

Children tend to enjoy this game so much that they usually want to make one to take home.

Contributor: Nancy Pierce
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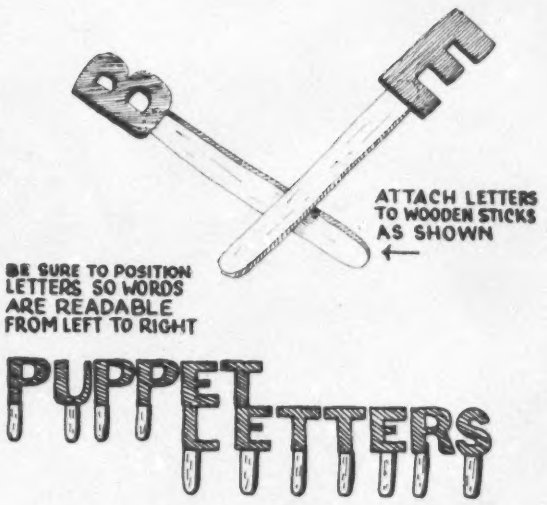
Second Grade Teacher
Quin Elementary School

"PUPPET LETTERS"

READING—VOWEL RULES


ATTACH LETTERS TO WOODEN STICKS AS SHOWN
BE SURE TO POSITION LETTERS SO WORDS ARE READABLE FROM LEFT TO RIGHT
PUPPET LETTERS

Grade Levels: 1-4 grades **Estimated Cost:** $4.00 or less

Purpose: To teach one vowel and two vowel rules. (When there is one vowel in a short word, the vowel is usually short. When there are two vowels in a short word, the first vowel is usually long or says its name and the second vowel is silent or does not talk.)

Materials Needed: Popsicle sticks, staples, commercial bulletin board letters or letters made from scrap cardboard.

Construction of Item: If using commercially made letters, staple each to a popsicle stick. If making your own letters, draw on cardboard, cut out and staple to stick.

Instructions for Use: Keep the vowels in one box and the consonants in another box. Decide what word you want the children to sound out. Pick out those letters and give them to the children. It is very important that the children see the letters in the word from left to right. If arranging the letters in front of a class, have the children who are holding the letters stand with their backs to the class so the word will be read from left to right. For instance, for the word toe, give out a "t", an "o", and an "e". If possible, let the children arrange themselves. Then say, "How many vowels in this word? Two. So the "o" will say its name because it comes before (in front of, first, number one or use whatever language the children understand) the "e". The "e" is silent or does not talk because it follows a vowel (is number two, second)." The child who has the "t" tells his/her sound. The child who has the "o" tells his/her sound. The child who has the "e" is silent and puts it down. If you change words (e.g. "cot" to "coat", "got" to "goat", "pin" to "pine", "rod" to "road", etc), children seem to grasp the idea very quickly.

The activity can be used in small reading groups, for the whole class, or individually. Many children like to trace around the letters and make their own puppets. When the puppets are taken home, the children can show their parents how to use the puppet letters.

Contributor: Mildred J. Sims
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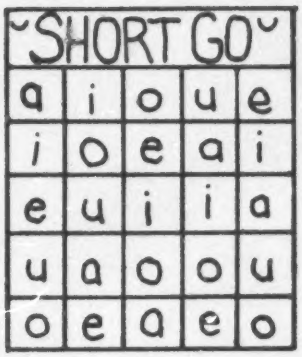
Champaign, IL 61820

First Grade Teacher
Westview School



"SHORT GO"				
a	i	o	u	e
i	o	e	a	i
e	u	i	i	a
u	a	o	o	u
o	e	a	e	o

yam	meg	mip	ob	crup
zat	cret	flit	frot	gush
frat	blet	bliss	fob	dust
slat	step	slim	log	cup
trat	fret	tip	mat	plut
prat	egg	slit	flop	glut
flat	set	trim	flot	hut
slap	peg	trip	clot	sup
sash	elm	brim	rob	rut
rat	met	grin	mop	nut

"SHORT GO"				
i	o	u	e	i
u	e	a	u	i
a	u	e	a	o
e	i	i	o	a
o	a	o	i	o

Grade Levels: 2-5 grades **Estimated Cost:** $.75

Purpose: To provide pupils practice in hearing and saying the short vowel sounds in words and nonsense syllables.

Materials Needed: One sheet of tagboard size 22" x 28" (bright yellow preferred), a red and black felt tip pen.

Construction of Item: Cut 50 markers 1" square and print on them nonsense syllables and short words containing short vowel sounds. Make six (6) playing cards (6" x 6"). Divide the playing cards into 5 rows down and 5 rows across. Print the vowels in the squares on each card. Vary their positions within each row.

Instructions for Use: Say, "Boys and girls, you have heard of the games Bingo, Lotto, and Bingo-Bang. Today we are going to play a game which is called, "Short Go", which is played in the same manner. The first student to fill a row straight across, straight down or diagonally says, 'I go with *short a*, go', or whatever vowel caused you to win." Each pupil is to take a playing card. Teacher says, "Now I am going to pronounce a word or a nonsense syllable. If you know the name of the vowel in the word or syllable, you say the name of the vowel." Teacher says, "Brat." Student responds, "The vowel is a short a." The pupil is given the marker and he/she covers any short a on his/her playing card. The first pupil completing a row going straight down or straight across or diagonally says, "I go with *short a*, go" or whatever vowel caused him/her to win the game. The winner scores 5 points. The winner can gain an additional point for every short vowel he/she can pronounce in his/her filled row.

Contributor: Dorothy K. Jones
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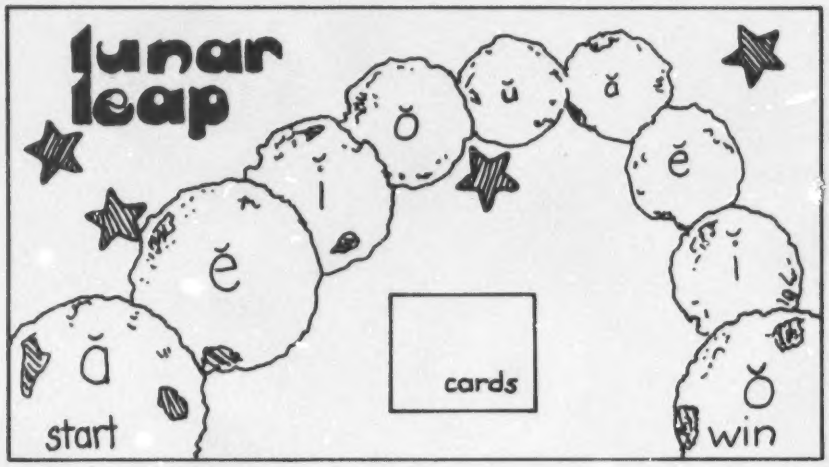
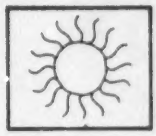
Teacher
Monroe Elementary School





hat | eat | say | hop | sun

OR

Grade Levels: 1-4 grades **Estimated Cost:** $2.00

Purpose: To provide practice in using vowels.

Materials Needed: Poster board, felt tip pen, cardboard for cards, paste, scissors, markers (buttons, chips, etc.).

Construction of Item: Draw a game board with felt tip pen (see illustration). In the sections, print the vowels and their pronunciation symbols. Make 2" x 4" cards. On each card, print a word containing a long or short vowel, or paste a picture on each card which represents a word containing a long or short vowel. Make about 16 cards. Use your imagination or have the children suggest words.

Instructions for Use: Player chooses card from stack and moves to the space indicated by the vowel in the word on the card or the vowel in the word represented by the picture on the card. The first student to reach the end wins. This game can also be adapted to math, reading, or other areas needing practice.

Contributor: Virginia Keehner
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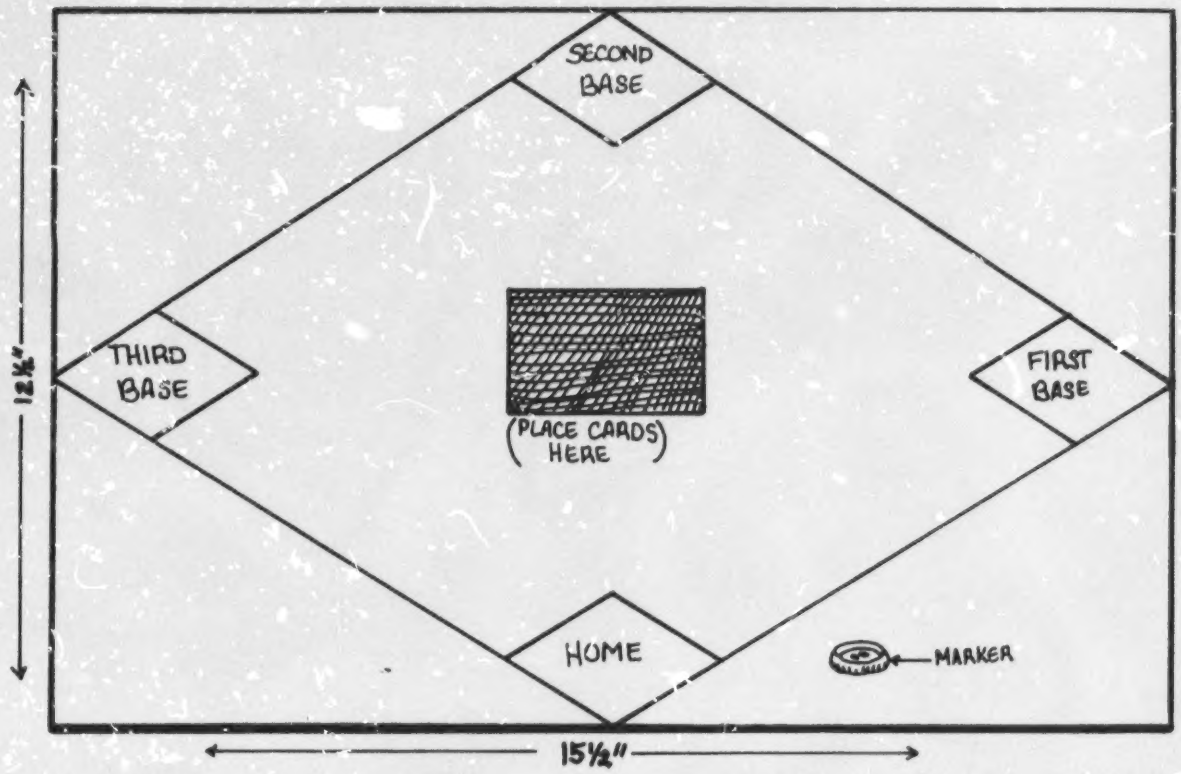
Resource Room Teacher K-4
East Dubuque Learning Center

"DOLCH BALL GAME" READING—WORD RECOGNITION



Grade Levels: 1-4 grades **Estimated Cost:** $2.50

Purpose: To master all of the 220 words on the Dolch Word List.

Materials Needed: Word cards (each word of the Dolch Word List printed on 3" x 5" index cards cut in half), baseball diamond game board drawn on a piece of tagboard (15" x 18"), markers (buttons, poker chips, etc.).

Construction of Item: Draw a baseball diamond (12 1/2" x 15 1/2") on tagboard (15" x 18"). Group word cards in separate piles according to grade level.

Instructions for Use: One of the players is the pitcher. The other is the batter. The batter puts his/her marker on home plate. The pitcher puts the word cards upside down on the pitcher's mound in the center of the game board. The pitcher picks the word card from the top of the pile and shows the word to the batter. If the batter says the word correctly, he/she moves his/her marker to first base. The batter continues saying words until he/she gets to home plate or misses a word. If the batter gets to home plate, he/she has made a home run and scores a point, whereupon the batter's turn ends. If the batter misses a word before getting to home plate, he/she is out and doesn't score for that inning. The next student becomes the batter. The pitcher remains the same until the word cards run out. The student with the most points is the winner and then becomes the pitcher.

Note: Words that were missed might be put in a separate pile and reviewed before starting the next game.

Contributor: Ruby J. Foster
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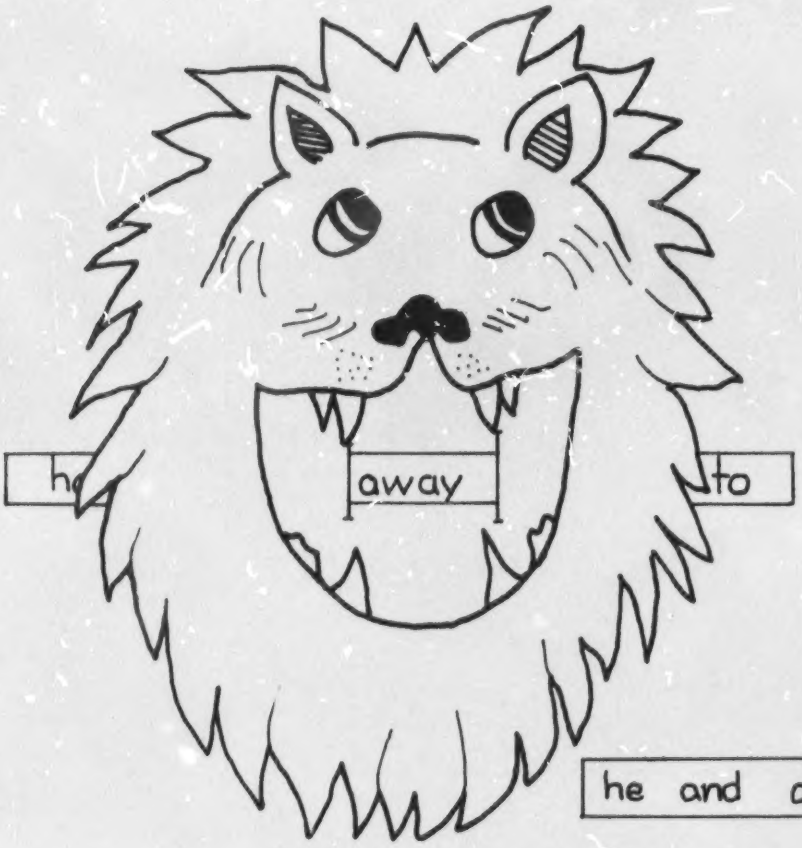
Reading Clinician
Project Conquest
Lafayette School

"THE LION WORD SHOW"

READING—WORD RECOGNITION



he and away after to

Grade Levels: Primary grades **Estimated Cost:** $3.00

Purpose: To reinforce, review, and strengthen sight vocabulary.

Materials Needed: One piece of orange poster board (or use white poster board and color it orange); clear contact paper to cover the word strips and around the slits; construction paper cut in a strip with the words printed on it with a felt tip pen.

Construction of Item: From a large piece of poster board, cut out a lion's head. Make 2 vertical slits — one on each end of the mouth to pull the word strip through. Place clear contact paper around the slits in the mouth and on both sides of the word strips. This will make the strips more durable and facilitate passing the strips through the slits.

Instructions for Use: There are several ways to use the lion as a game, or for children to compete against themselves. Each student can cut out his/her own lion's head and color it. They can be taken home for further study.

Contributor: Joan H. Buettner
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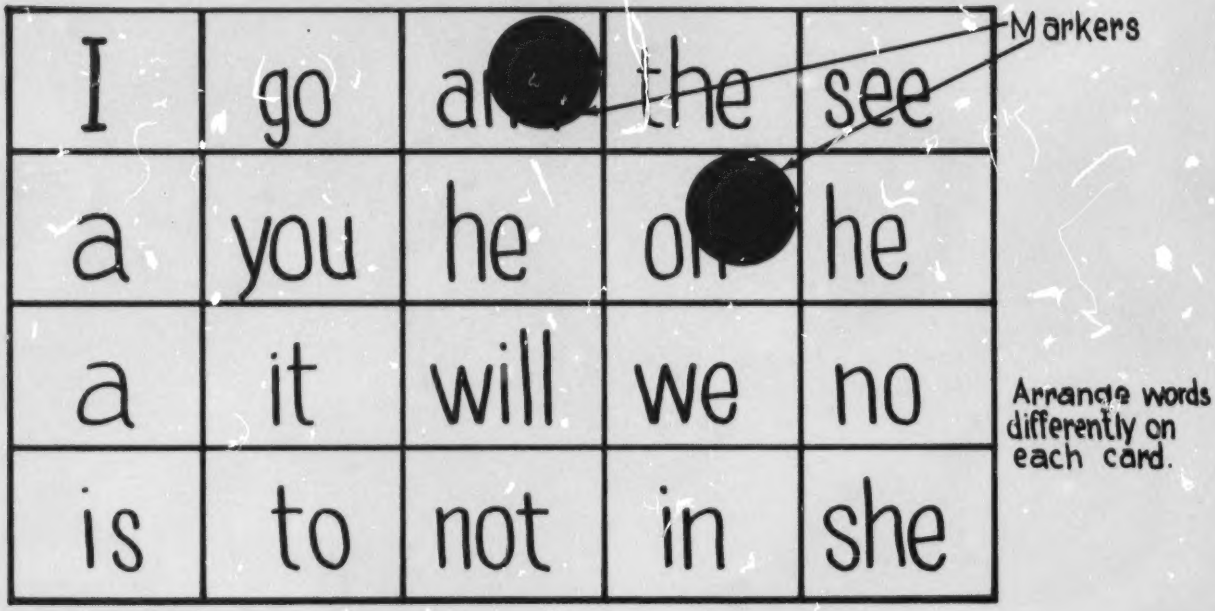
Primary Teacher
Garrison Elementary School

"WORD BINGO"

READING—WORD RECOGNITION



I	go	a[redacted]	the	see
a	you	he	o[redacted]	he
a	it	will	we	no
is	to	not	in	she

Grade Levels: K-2 grades

Estimated Cost: Minimal

Purpose: Teach recognition of words.

Materials Needed: Tag or poster board, felt tip pens, markers.

Construction of Item: Divide a piece of tagboard (6" x 10") into 20 sections (1 1/2" x 2"). Print desired words in sections on tagboard. Make markers to cover the words. Cut four-inch squares and write on them the words that the caller is to pronounce. Make one board for each child, varying the positions of the words on each board.

Instructions for Use: Give each child a board and enough markers to cover his/her board. Have teacher, aide, or another child call out or show the words to be covered. Continue until one of the children covers his/her board.

Contributor: Thelma Stover
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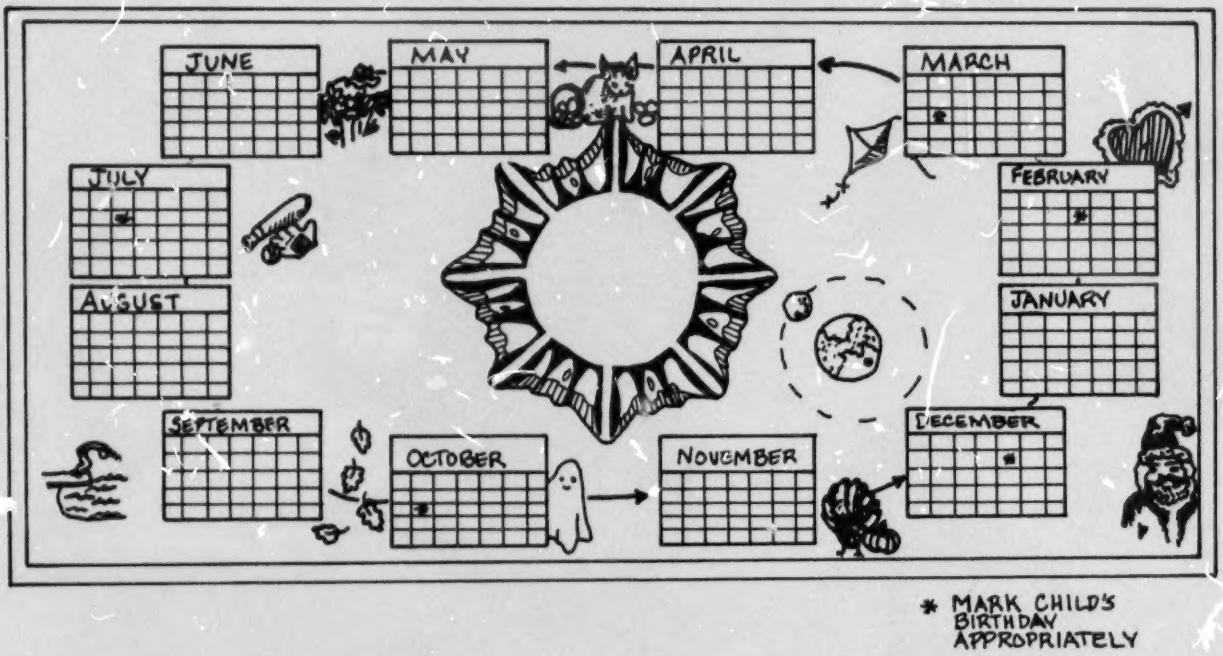
Kindergarten Teacher Aide
Garrison School

"SCIENCE BULLETIN BOARD"

SCIENCE—EARTH'S ROTATION



Grade Levels: 2-5 grades **Estimated Cost:** Minimal

Purpose: To show the relationship between the calendar and the rotation of the earth around the sun.

Materials Needed: A calendar, pictures of the different seasons, a paper-made sun, earth and moon.

Construction of Item: On each calendar page, label the birthdays of the students in the class. Put up background paper; arrange months (from calendar) in a circle. Put up appropriate pictures to illustrate the months. Place the sun in the center of the circle. Place the earth, with the moon circling it, beside the present month.

Instructions for Use: As time goes by, move the earth around the sun by placing it next to the current month.

Contributor: Nancy Lane
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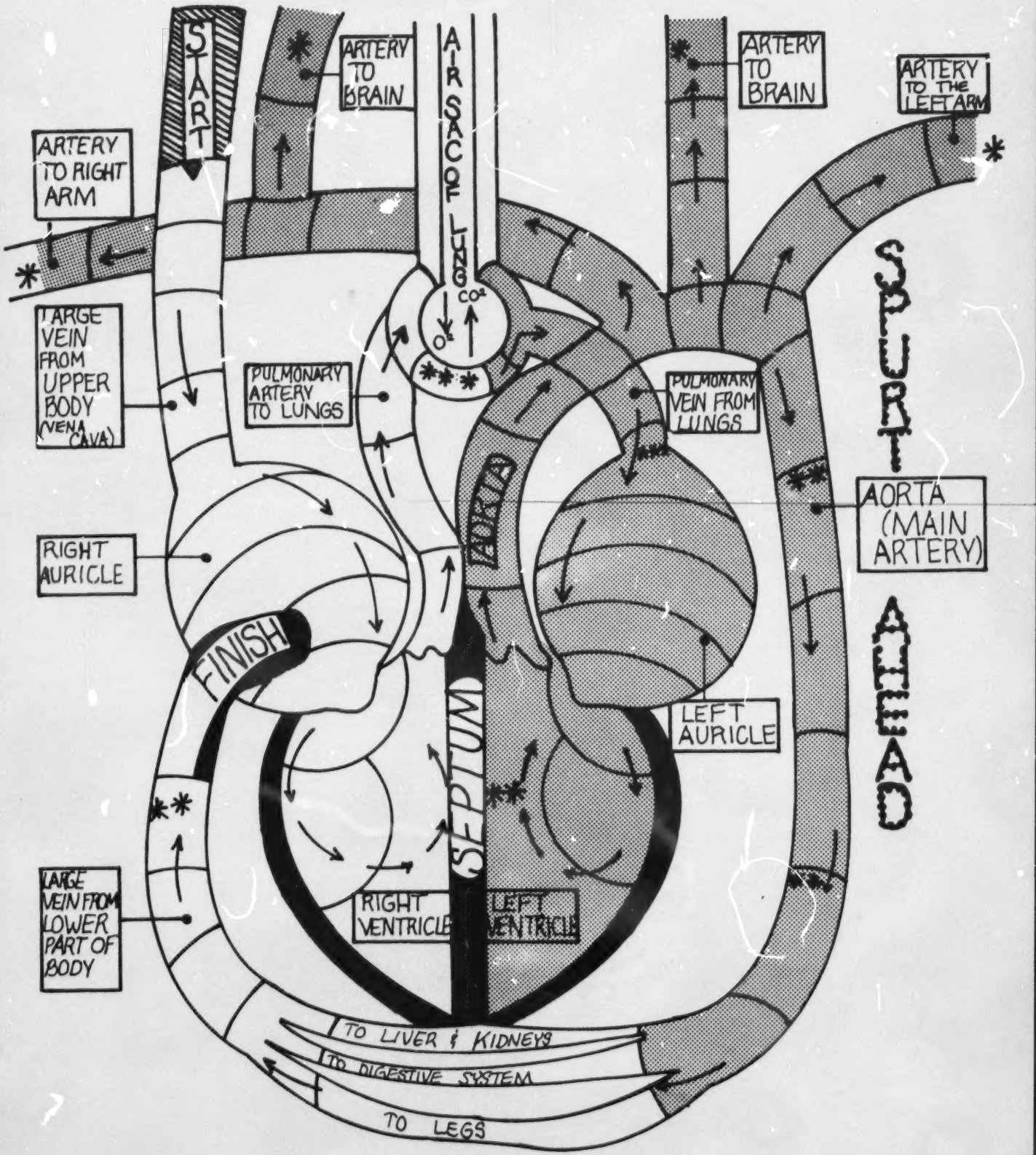
Teacher, Hearing Impaired Division
Sterling School


START
ARTERY TO BRAIN
AIR SAC OF LUNG
ARTERY TO BRAIN
ARTERY TO THE LEFT ARM
ARTERY TO RIGHT ARM
SPURT
LARGE VEIN FROM UPPER BODY (VENA CAVA)
PULMONARY ARTERY TO LUNGS
PULMONARY VEIN FROM LUNGS
AORTA
AORTA (MAIN ARTERY)
RIGHT AURICLE
FINISH
SEPTUM
LEFT AURICLE
AHEAD
LARGE VEIN FROM LOWER PART OF BODY
RIGHT VENTRICLE
LEFT VENTRICLE
TO LIVER & KIDNEYS
TO DIGESTIVE SYSTEM
TO LEGS

CARDS LABELED ★★ ON BACK	CARDS LABELED ★★★ ON BACK
You have just had a complete physical check-up SAVE THIS CARD! In case of heart attack, you can continue without penalty. GOOD FOR ONE (1) HEART ATTACK ONLY.	You are in a farmer's body. You live out in the country where there is clean fresh air. There is practically no air pollution where you live. CLEAN AIR GIVES YOU AN EXTRA TURN *NOW.*
You are in an athlete's body. He is running fast. His heart is pumping at a rapid rate. SPURT AHEAD TWO (2) SPACES!	You are in the circulatory system of a non-smoker. SPURT AHEAD TO THE FIRST SPACE IN THE AORTA.
You have mistreated your body and now you have a bad heart attack. MISS TWO TURNS... Hope you get well soon.	You are in the circulatory system of a non-smoker. SPURT AHEAD TO THE FIRST SPACE IN THE AORTA.
You have had a mild heart attack. GO BACK TWO (2) SPACES. Please take better care of yourself.	You have emphysema from too much smoking. MOVE ONE LESS THAN YOU ROLL ON EACH TURN FOR THE REST OF THE GAME OR UNTIL YOU RETURN TO THE SPACE MARKED "START."
You have been eating too many fatty foods. Your arteries are partly clogged with cholesterol. MOVE ONE LESS THAN YOU ROLL ON EACH TURN FOR THE REST OF THE GAME OR UNTIL YOU RETURN TO THE SPACE MARKED "START".	Unfortunately you are in the body of a pack-a-day smoker. REST ONE TURN SO THAT YOU CAN GET ENOUGH OXYGEN FOR THE BODY'S CELLS.

"SPURT AHEAD—A HEART GAME"

SCIENCE—HEART

Grade Levels: 7-10 grades (2-3 players)

Estimated Cost: $1.00 or less

Purpose: To reinforce learning of the structure and functions of the heart and blood.

Materials Needed: Playing board (cardboard or paper), playing pieces, one die, playing cards from cardboard or laminated paper, felt tip markers (red, blue, yellow, pink, purple and black).

Construction of Item: Make pattern of playing board and photostat. Then highlight with markers and laminate. The coloring of this game is important since there must be a different color for deoxygenated blood and oxygenated blood. Cards can be typed as a sheet and laminated before or after they are cut apart.

Instructions for Use: OBJECT OF GAME: To be the first player to complete the trip through the heart and circulatory system. The first player to successfully go from START to FINISH is declared the winner.

TO BEGIN GAME: Each player chooses a playing piece and places the piece on the space marked START. Each player rolls the die once. The player who rolls the highest number goes first (if there are three players).

RULES OF THE GAME: 1) Player moves the number of spaces indicated on the die unless otherwise instructed by a card. 2) Always follow the arrows on the playing board. Example: If you are in the aorta and you land on the space where the arrow indicates that you are to leave the aorta and enter the artery going to the brain or an arm, you must enter that artery on your next turn. When you land on a space marked with a ★, you must re-enter the board at the space marked "START". 3) When re-entering at START, you may move the number of spaces that you rolled on the die when you were on the space marked with a ★. Example: If you are on the space with a ★ in the artery to the brain and you roll a 4, you would re-enter at START and move to the space labeled, vena cava. 4) If you land on a space with ★★, draw a card with ★★ on the back and follow the instructions. If you land on a space with ★★★, draw a card with ★★★ on the back and follow the instructions. 5) The cards are to be arranged in two separate piles. When you finish reading the instructions, the card is to be returned face down to the bottom of the pile from which it was drawn. The exception to this rule is the PHYSICAL CHECK-UP CARD which can be saved until needed. It also must be returned face down to the bottom of the pile after it is used. The cards should be shuffled at the beginning of a new game. 6) To land on FINISH and win the game, you must throw the exact number of spaces needed. If you need a 2 to land on FINISH and throw a 4, you cannot move, and it becomes your opponent's turn. After your opponent has played, it becomes your turn once again.

IT IS REALLY MUCH EASIER THAN IT SOUNDS — START PLAYING AND REFER TO THESE RULES IF YOU HAVE A QUESTION.

Contributor: Mitzi B. Alper
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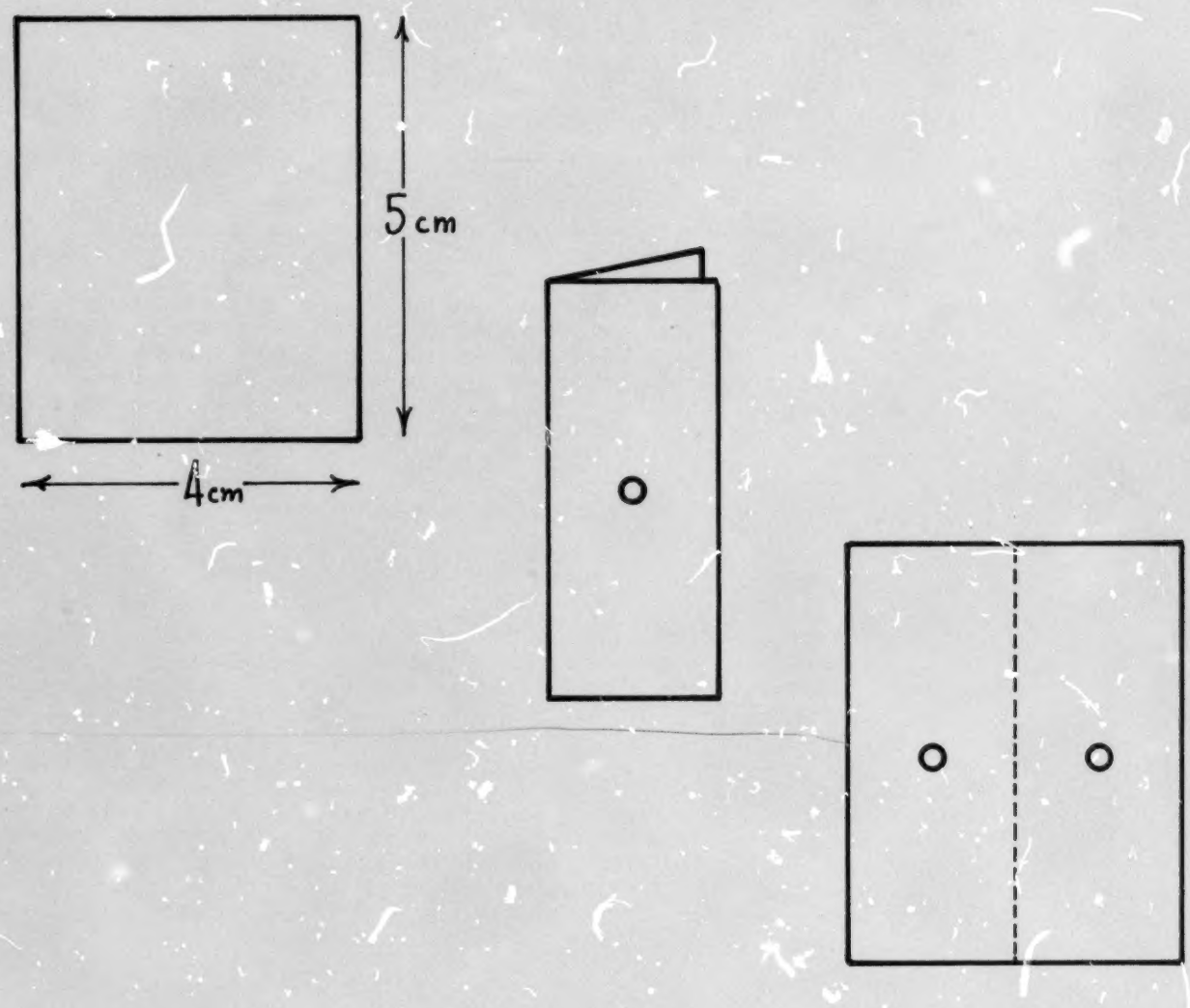
Science Teacher — 7th & 8th Grades
Yates Upper Grade School

"EXPENDABLE PAPER SLIDES"

SCIENCE—MICROSCOPE



Grade Level: 5-7 grades **Estimated Cost:** Minimal

Purpose: To demonstrate to teachers and students that materials need not be expensive to foster interest in science.

Materials Needed: Heavy paper (oak tag is preferred), cellophane, glue, paper punch.

Construction of Item: Cut oak tag into 4 x 5 cm rectangles. Have children divide the rectangle in two by drawing a line with a ball point pen to make two 2 x 5 cm rectangles. Fold along this line. Punch hole in center while paper is folded. Unfold and glue a strip of cellophane on the inside of both halves to cover the holes. Place some sort of thin organic material on the cellophane over one hole. Close the slide and seal it with a little glue or tape. If cloth, a leaf or other large, thin material is placed in the slide, no cellophane is needed.

Instructions for Use: Use in any microscope. The child's name can be written on the slide. After they have served their purpose, children can take them home.

Contributor: John Rakus
18th Avenue - 26th Street
Rock Island, IL 61201

Elementary Science Teacher
Audubon School

"GOING UPSTREAM OR A SALMON'S LIFE IS A HAZARDOUS ONE"

SCIENCE—SALMON

Grade Levels: 5-9 grades (2-4 players) **Estimated Cost:** $1.00 or less

Purpose: To reinforce the concept in the Salmon Unit that the life of a salmon is a hazardous one.

Materials Needed: Game board (cardboard or paper), playing pieces, one die, playing cards (cardboard or laminated paper), felt tip markers.

Construction of Item: On cardboard (a little smaller than the top of a desk), draw the game board (see illustration) or draw pattern on a piece of paper (8 1/2" x 14"), photostat, highlight with felt tip markers and laminate. Cards can be typed on a sheet of paper, copied and then cut apart and laminated. Make two playing pieces for each player in the shape of salmon using a different color for each player. The two playing pieces must be different (female and male).

Instructions for Use: The object of the game is to get 2 salmon, one male and one female, to the same homestream to spawn. The player who gets his/her pair to the homestream first wins.

RULES:

1) Each player starts with 2 salmon (one female and one male). 2) A player can move only one salmon per turn. Which one he/she moves depends on the player. If one salmon can't move, the player must move the other one. Sometimes both salmon are unable to move due to penalties. In that case, the player misses a turn. 3) Players start in the ocean. The first player rolls the die. 4) To enter the river from the ocean, a player must throw a 2, a 4, or a 6. 5) Players must follow directions on the cards and on the playing board. 6) At the beginning of the game, the cards are divided into two separate piles: a red pile and a white pile. Shuffle each pile. 7) When a player lands on a space that tells him/her to take a card, he/she is to take one from the top of the pile of the color indicated. The instructions on the card are to be followed and the card is to be returned to the bottom of the pile. 8) When one of the player's salmon is eaten or canned or dies from other causes, he/she is to return that salmon to the ocean and start again. REMEMBER THAT OUT OF 6,000 FERTILIZED SALMON EGGS ONLY ABOUT 2 SURVIVE TO SPAWN IN HOMESTREAM....

Contributor: Mitzi B. Alper
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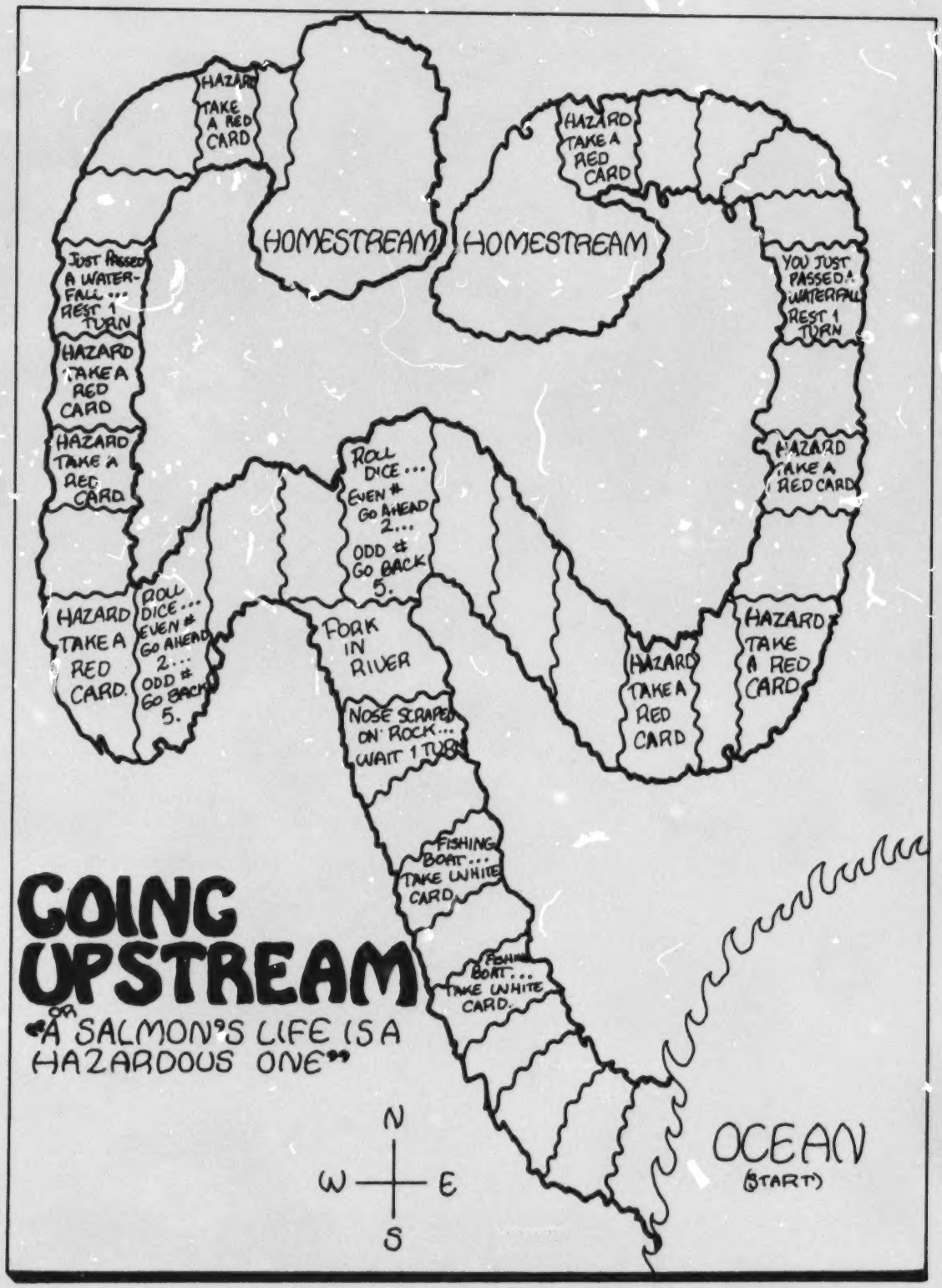
Science Teacher — 7th & 8th Grades
Yates Upper Grade Center

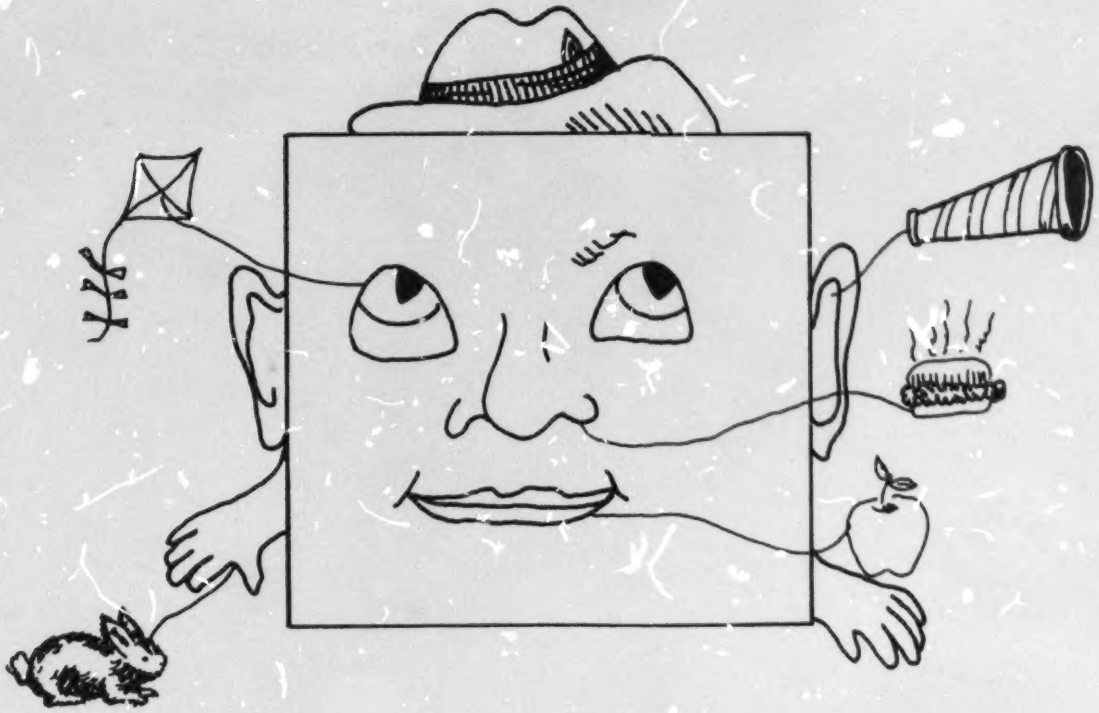
WHITE HAZARD CONGRATULATIONS! YOU HAVE ESCAPED THE FISAERMAN FOR NOW! (use 2)	WHITE HAZARD YOU HAVE INJURED YOUR FIN IN A NET... DO NOT MOVE ON NEXT TURN. (use 1)	WHITE HAZARD SORRY SAMMY (OR SALLY) YOU HAVE BEEN CAUGHT AND CANNED. (use 2)	RED HAZARD WATERFALL AHEAD! YOU MUST ROLL A 3 OR A 4 ON YOUR NEXT TURN TO MOVE EITHER SALMON.
RED HAZARD YOU HAVE REACHED A WATERFALL ON A RAINY DAY... WAIT 1 TURN FOR THE SUN TO COME OUT.	RED HAZARD A SCIENTIST DOING AN EXPERIMENT PLUGGED YOUR NOSE. WAIT ONE TURN.	RED HAZARD A GRIZZLY BEAR JUST MISSED YOU. YOUR GOOD SENSE OF SMELL HELPED YOU.	RED HAZARD DROUGHT!! THIS TRIBUTARY HAS DRIED UP... THE END FOR YOU!!
RED HAZARD NEW DAM PASSAGE BLOCKED GO BACK 4 SPACES	RED HAZARD YOU HAVE BEEN CAUGHT AND EATEN BY A GRIZZLY BEAR (BURP!) (use 2)	RED HAZARD YOU HAVE BEEN CAUGHT BY A FISHERMAN... (TOO BAD!)	RED HAZARD YOU SCRAPED YOUR TUMMY ON A STUMP... WAIT 2 TURNS WHILE IT HEALS!

*EXAMPLES OF CARDS TO BE USED WITH GAMEBOARD


HAZARD TAKE A RED CARD
HOMESTREAM
HOMESTREAM
HAZARD TAKE A RED CARD
JUST PASSED A WATER-FALL ... REST 1 TURN
YOU JUST PASSED A WATERFALL REST 1 TURN
HAZARD TAKE A RED CARD
HAZARD TAKE A RED CARD
ROLL DICE ... EVEN # GO AHEAD 2... ODD # GO BACK 5.
HAZARD TAKE A RED CARD
HAZARD TAKE A RED CARD.
ROLL DICE ... EVEN # GO AHEAD 2... ODD # GO BACK 5.
FORK IN RIVER
HAZARD TAKE A RED CARD
HAZARD TAKE A RED CARD
NOSE SCRAPED ON ROCK... WAIT 1 TURN
FISHING BOAT... TAKE WHITE CARD.
FISHING BOAT... TAKE WHITE CARD.
GOING UPSTREAM
OR
"A SALMON'S LIFE IS A HAZARDOUS ONE"
N
W
E
S
OCEAN
(START)

"MR. FIVE SENSES"

SCIENCE—SENSES



Grade Levels: K-1 grades **Estimated Cost:** Minimal

Purpose: To increase children's awareness of the five senses through their own involvement in each sense area.

Materials Needed: *Mr. Five Senses:* construction paper, pictures of different things the senses can identify, yarn, tape. *Touch and Tell:* box and variety of items; *Sound Studio:* tape recorder; *See and Say:* cardboard, felt shapes; *Box Lunch:* food, blindfold; *Only Your Nose Knows:* household items, blindfold.

Construction of Item: *Mr. Five Senses:* Draw and place Mr. Five Senses (see illustration) on a bulletin board. Place around him pictures of different things the senses can identify. Connect the pictures to Mr. Five Senses' sense areas with pieces of yarn.

Touch and Tell: Tape the box closed, cut a 4" hole, fill box with objects to name. *Sound Studio:* Using a tape recorder, record various sounds for identification. *See and Say:* Tape 2 pieces of cardboard together to form a book, place felt shapes inside in a pattern, show for 3 seconds and have student recreate pattern. *Box Lunch:* Blindfold child, have him/her taste food and identify. *Only Your Nose Knows:* Blindfold child, let child smell various household items and then identify them.

Instructions for Use: After putting up Mr. Five Senses, discuss with the children what message he is trying to convey. Over the next several days, provide the children with opportunities to use their five senses. Classroom activity materials include: *Touch* — Touch and Tell Box, *Hearing* — Sound Studio, *Sight* — See and Say, *Taste* — Box Lunch, *Smell* — Only Your Nose Knows.

Contributor: Teresa Sanford
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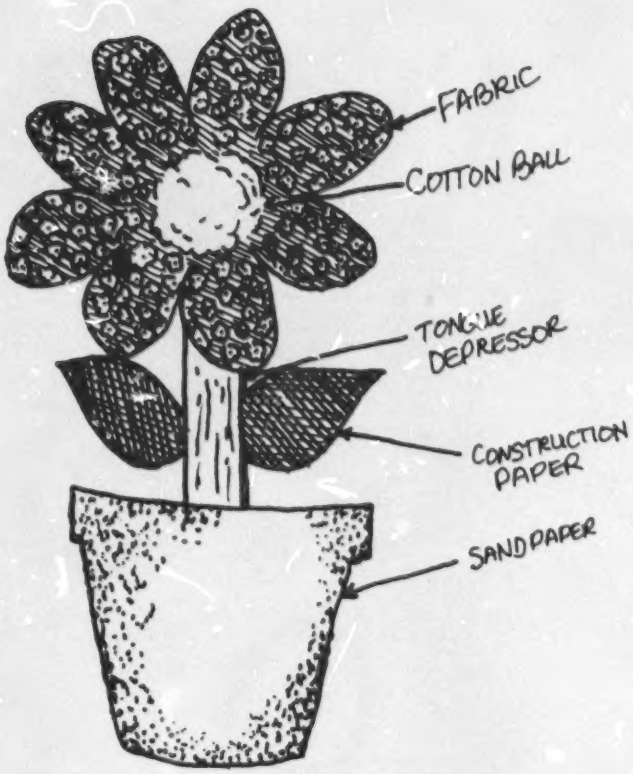
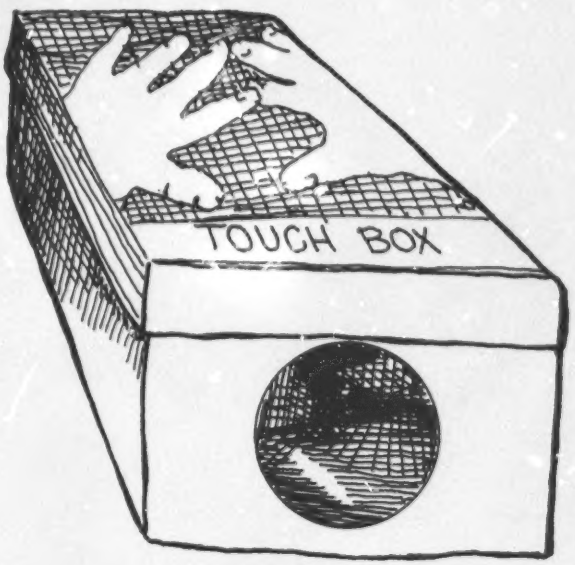
Kindergarten Teacher
Gilson Elementary School

"TOUCH ME FLOWER/ TOUCH BOX"

SCIENCE—TOUCH





Grade Levels: K-2 grades **Estimated Cost:** Minimal

Purpose: To discriminate among various mediums through touch. To explore and develop sense of touch.

Materials Needed: Cloth, cotton ball, tongue depressor, construction paper, sandpaper, tagboard.

Construction of Item: Cut flower blossom from cloth, cut leaves from construction paper, cut flower pot from sandpaper. Glue pieces onto tagboard as illustrated to form a "Touch Me" flower.

Instructions for Use: Have children explore sense of touch by classifying objects as rough, smooth, cold, warm, dry; wet. To introduce more detailed tactile discriminations, give children a chance to feel and describe all kinds of objects. Ask children to identify objects when blindfolded. Later make a "Touch" box out of an old shoebox. Cut a hole in one end. The hole should be large enough for a child's hand to fit through. Fill the box with a lot of objects. Have children find a paper clip and other objects by touch.

Contributor: Kay Gillespie
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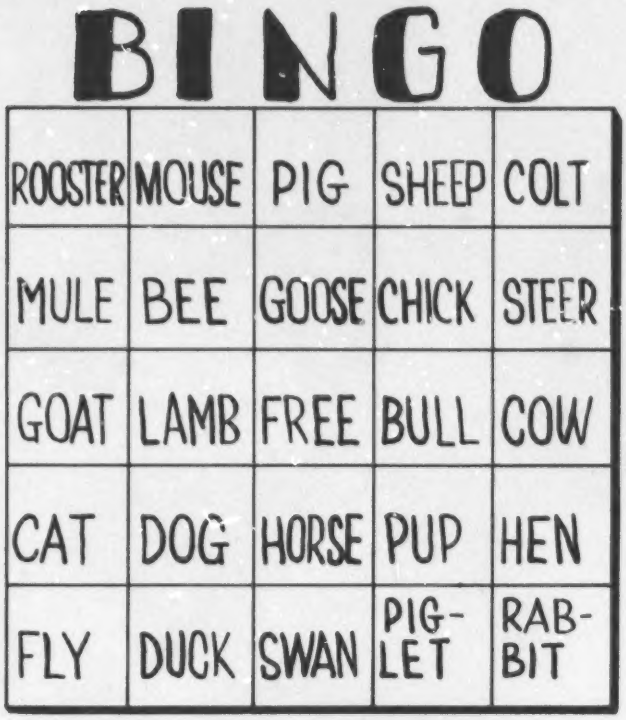
L.D. Teacher, Primary
Monroe Avenue School

"SCIENCE BINGO GAME"

SCIENCE—TREES, ANIMALS, FLOWERS


BINGO
ROOSTER MOUSE PIG SHEEP COLT
MULE BEE GOOSE CHICK STEER
GOAT LAMB FREE BULL COW
CAT DOG HORSE PUP HEN
FLY DUCK SWAN PIG-LET RAB-BIT

PRINT NAMES IN DIFFERENT PLACES ON EACH CARD

FARM ANIMALS

Grade Levels: 2-8 grades **Estimated Cost:** Minimal

Purpose: To acquaint children with the names of various trees, animals and flowers.

Materials Needed: Heavy cardboard, bingo markers, colored pens.

Construction of Item: Divide cards into one-inch squares as on bingo cards (5 down and 5 across). Print in squares on each card the names of either flowers, trees, or animals each in a different color and each in a different place on each card. Print calling cards for each set of bingo cards containing either the names of flowers, trees or animals.

Instructions for Use: Using the calling cards, play as you would any bingo game. Be sure to have a free space.

Contributor: Sister Barbara Jean Ciszek
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Preschool and Primary Teacher
Alexine Learning Center

"DISCOVERING ME"

SOCIAL STUDIES— BLACK STUDIES

ACT 1

ACT 2

ACT 3

Grade Levels: 3-7 grades **Estimated Cost:** $3.00

Purpose: To improve self-awareness and set higher goals.

Materials Needed: Three-part acting lines, poster board, costumes, cotton balls, white trash bags, strips of white cloth, felt tip pens, yard sticks, music.

Construction of Item: Act I — Attach strips of white cloth to white trash bags for handles. Act II — Make poster board signs displaying the concepts of a progress movement. Suggested wording on signs — marching up, better education, voting rights, etc. Act III — make various costumes, depending on child's goals. Examples — teacher, policeman, doctor, lawyer, etc.

Instructions for Use: Stage Play, "Marching Up". *Act I:* Slavery Period. Six or seven children acting out slave roles. Girls dressed with scarves around their heads and wearing long dresses. Boys wear short cut off pants and straw hats. Music is playing while children pick cotton off the floor and put it into bags. Suggested song — "Nobody Knows the Trouble I've Seen" *Act II:* Protesting Period. Six or seven children marching on stage carrying protesting signs. They say, "We don't want to fight, but we want our rights." Music plays while children march and speak softly. Suggested song — Dr. King's "I Have a Dream". *Act III:* Progress Today. All children march on stage wearing clothing that represents their goal in life. Children should decide their own roles. Suggested Music — "The Jeffersons's Theme Song." (The song could be taped from the T.V. show).

Lines before each act can be said by 1-2 children. Lines for each act can be written by the students or the teacher.

Contributor: Brenda Hannah
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Third Grade Teacher
Dunbar Elementary School

"FACTORS OF PRODUCTION GAME"

SOCIAL STUDIES—PRODUCTION

Grade Levels: 5-7 grades (4-6 players)

Estimated Cost: $4.00

Purpose: To reinforce concepts about the four factors of production (natural resources, labor, technology, and capital) and that the factors are not constant, etc.

Materials Needed: Plain and colored tagboard, permanent felt tip pens, laminating film or contact paper, markers (buttons, chips, etc.).

Construction of Item: Make the game board by drawing a (3") border around a (21" x 27") piece of plain tagboard. (If you want to use colored tagboard, select a color other than red, yellow, blue or green). Divide the border into 28 (3") squares. Write start/stop on one square. Draw the color-coded symbols for the factors of production on the remaining squares (labor-red, technology-yellow, capital-green, natural resources-blue). Duplicate the rest of the board as per the illustration. Cut out 25 (2" x 3") rectangles from yellow tagboard. (Optional: Draw technology symbol on the back of each card.) On the front of each card, write a different statement about some changing technological feature of production and the consequence to the player of keeping or returning that card. Examples: 1) "Someone invented a new cleaner. Keep this card." 2) "No one knows how to use the cleaner. Put this card on the bottom of the stack." 3) "Somebody just invented a better machine. Keep this card." 4) "Your miners don't know how to use the machine. Put this card on the bottom of the stack." In other words, the card is kept by the player if the statement on the front of the card would benefit production and returned to the bottom of the pile if the statement would not benefit production. Cut out 25 (2" x 3") rectangles from red tagboard. On the front of each card, write a statement about some changing feature of labor and whether the player should keep or return the card. Cut out 25 (2" x 3") rectangles from green tagboard. Write a statement on each card about some changing feature of capital. Cut out 25 (2" x 3") rectangles from blue tagboard. Write a statement on each about some changing feature of natural resources.

Instructions for Use: The game should be played only after introduction and discussion of these related concepts. 1) Each player chooses a marker and places it on start. 2) All red cards are shuffled and placed face down on the red square (labor) in the middle of the board. Do the same with blue (natural resources), yellow (technology), and green (capital) cards. 3) Throw die. Student with the largest number starts first. 4) Each player moves the number of spaces indicated on the die on his/her turn. 5) Player reads a card which matches his/her place on the board. For example, if a student lands on a place with the technology symbol, then he/she reads a technology card. The player either keeps the card or places it on the bottom of the stack according to what is written on the card. 6) After all players reach stop, the winner is the student with the most cards.

Contributor: Linda Fritz
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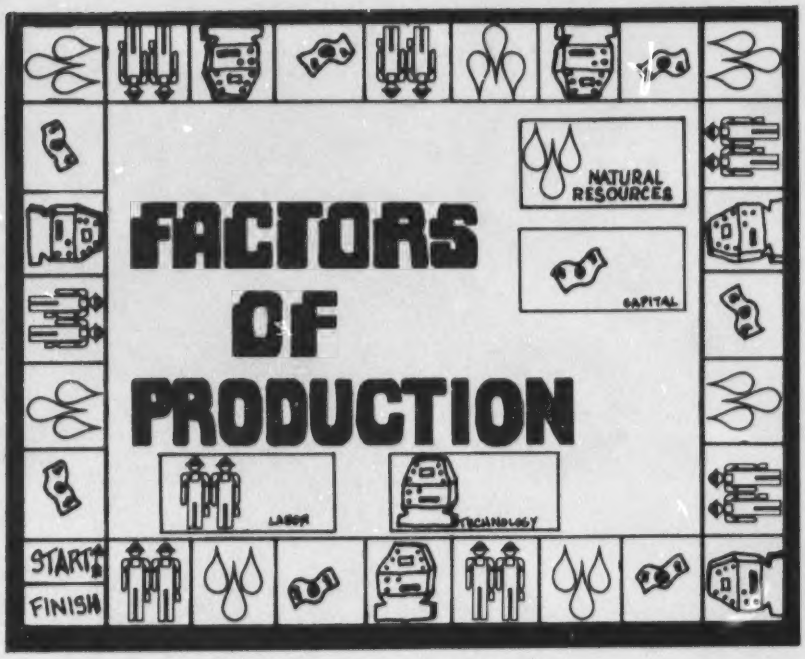
Teacher of Primary II Deaf
Illinois State University



NO ONE KNOWS HOW TO USE THE CLEANER PUT THIS CARD ON THE BOTTOM OF THE STACK.

SOMEONE JUST INVENTED A BETTER MACHINE Keep this card

SAMPLES

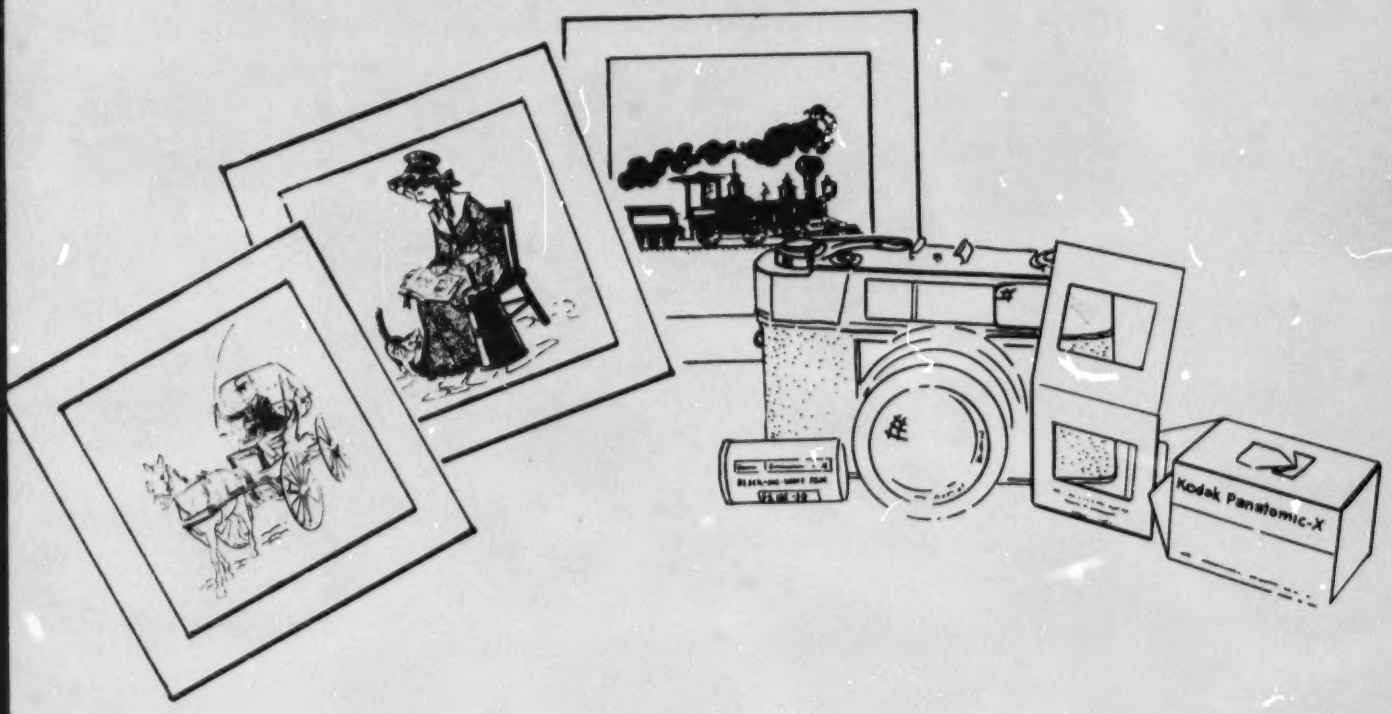
SOMEONE INVENTED A NEW CLEANER Keep this card

YOUR MINERS DON'T KNOW HOW TO USE THE MACHINES! PUT THIS CARD ON THE BOTTOM OF THE STACK.

SAMPLES

"OLD TIME 'BLACK AND WHITE' SLIDES"

SOCIAL STUDIES—SLIDES



Grade Levels: 5-12 grades

Estimated Cost: $.20 - $.25 each

Purpose: To present in a slide format, scenes from today as if taken 50-100 years ago.

Materials Needed: 35 mm camera, Kodak Panatomic - X film (20 or 36 exposures), 2" x 2" cardboard slide mounts for 35 mm film, iron.

Construction of Item: Set ASA Speed Lever on 35 mm camera at ASA *80*, even though this film is usually used at ASA 32. Take pictures you desire, indoors or out, at this (ASA 80) film speed. Take exposed film to photo shop and have developed as *slides* — do not have them cut or mounted as this will increase cost. Cut film and mount in cardboard mounts. Seal with iron as per mounting instructions.

Instructions for Use: After pictures (slides) have been taken, processed, and mounted, sort and put into slide tray for projection. A script may also be written by students and put on tape or cassette to go along with the slides providing a sight *and* sound presentation. The slides have the effect of pictures taken many years ago and can by their nature be projected. Because of this format, many people will be able to view them at once.

This type of presentation is especially suitable for use in the Social Sciences and Language Arts since it is possible to capture the ideas and the spirit of earlier times while using people and materials that are available today. Since the end result is not a sharp black and white picture but more a light and dark tonal distinction, the technical and aesthetic aspects are well-suited to individuals with interests in Photography, Science, and Art Curriculum.

Contributor: Richard A. Hedke
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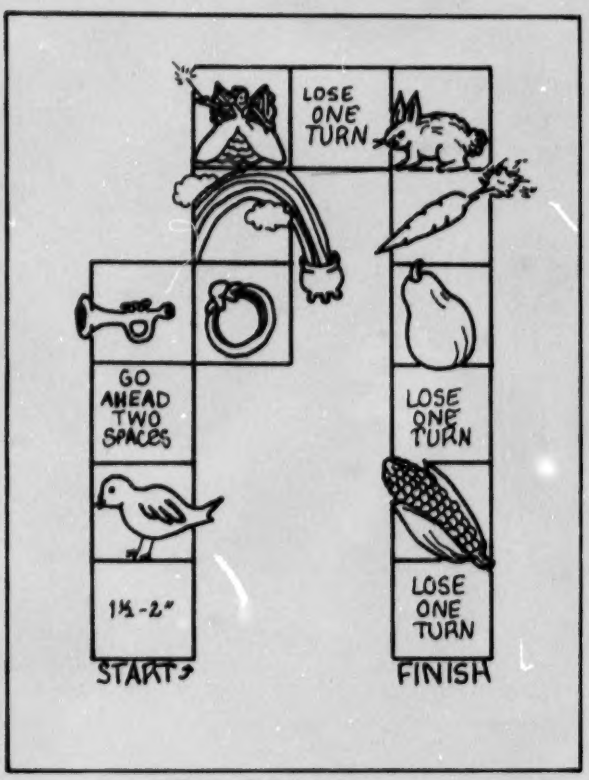
Teacher - Grade 5
Nathan Hale School

"DO YOU KNOW YOUR SOUNDS?"

SPEECH



"R" SOUND

"S" SOUND

Grade Levels: K-6 grades (4 players) **Estimated Cost:** $3.00 or less

Purpose: To assess specific articulation sounds in all positions.

Materials Needed: Flexible white or colored poster board (22" x 28"); compass; ruler; razor blade; black felt tip pen; pictures of specific sounds to be practiced (pictures can be obtained from magazines or kindergarten reading workbook); a game playing kit (includes spinner, 4 markers).

Construction of Item: Measure the poster board lengthwise and find the median. Using the razor blade, cut the poster board into two pieces along the median. Construct two game boards by placing a geometric design on both pieces. The game board should be large enough to enclose the pictures from the starting point to the finishing point.

Instructions for Use: Using either game board, the students place their markers on start. Each spins the arrow on the spinner to see who goes first; highest number goes first. Each student on his/her turn moves his/her marker according to the number spun. As a student moves, he/she must name each picture he/she passes over. If the student lands on any directions, he/she must follow them. The first student to reach the finish line wins the game.

Contributor: Cynthia Gaffney Speech and Language Clinician
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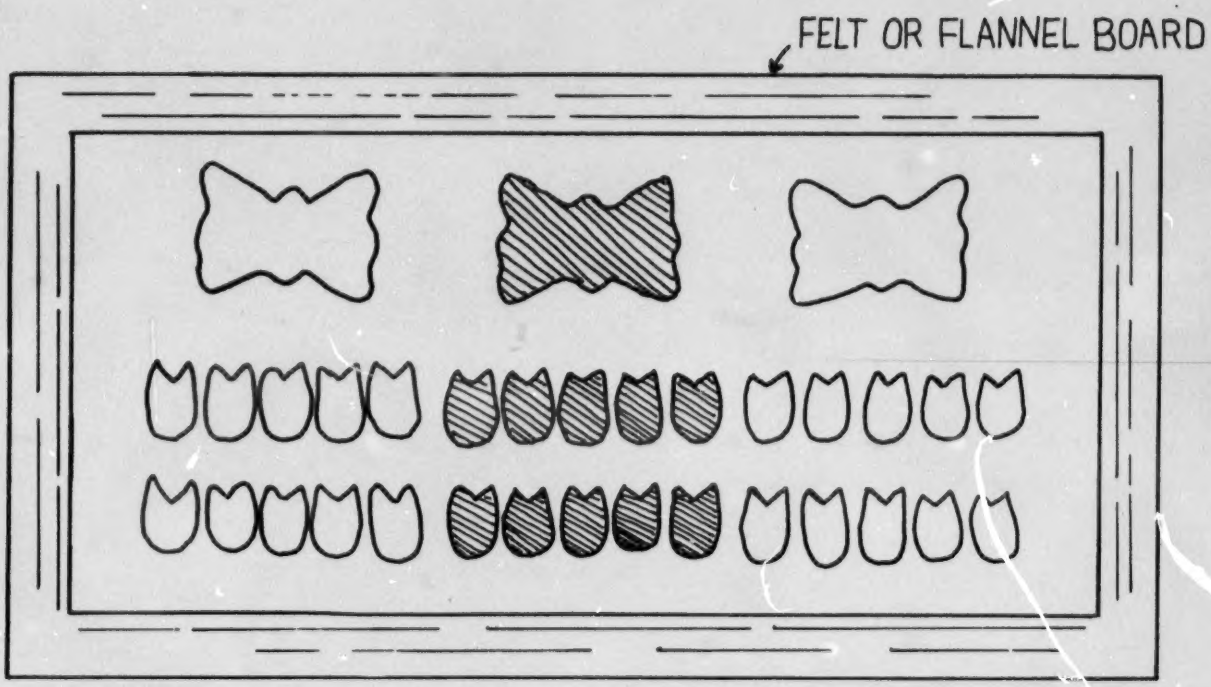
St. Louis, Missouri 63113

"FELT-FLANNEL TEACHING REINFORCER"

SPEECH



Grade Levels: K-2 grades (2-3 players) **Estimated Cost:** $14.00

Purpose: To reinforce teaching; to offer a visual reward for correctly articulated speech in words, phrases or sentences.

Materials Needed: Felt or flannel board, felt cloth in three colors (1 square yard each), scissors, 20 blank index cards for use as cue cards (included in estimated cost), felt tip pen.

Construction of Item: Cut out one butterfly shape from a felt square (5" x 5") from each of three colors of felt. Cut out ten tulip-shaped blossoms from ten (3" x 3") felt squares from each of the three colors. Write the words for the sound to be studied on the cue cards.

Instructions for Use: Each participant presses his/her felt butterfly onto the felt or flannel board. After a participant successfully reads or repeats a word, phrase or sentence from a cue card, he/she presses under his/her butterfly a felt tulip which is the same color as his/her butterfly. Felt tulips are pressed to the board only for correct responses. Each participant gets only one try at each cue card during his/her turn. The completed visual reward is the same colored butterfly and ten tulips pressed to the board. This device may be used competitively among participants and in variation by changing butterfly and flower sets.

Contributor: Jacquelyn Weary
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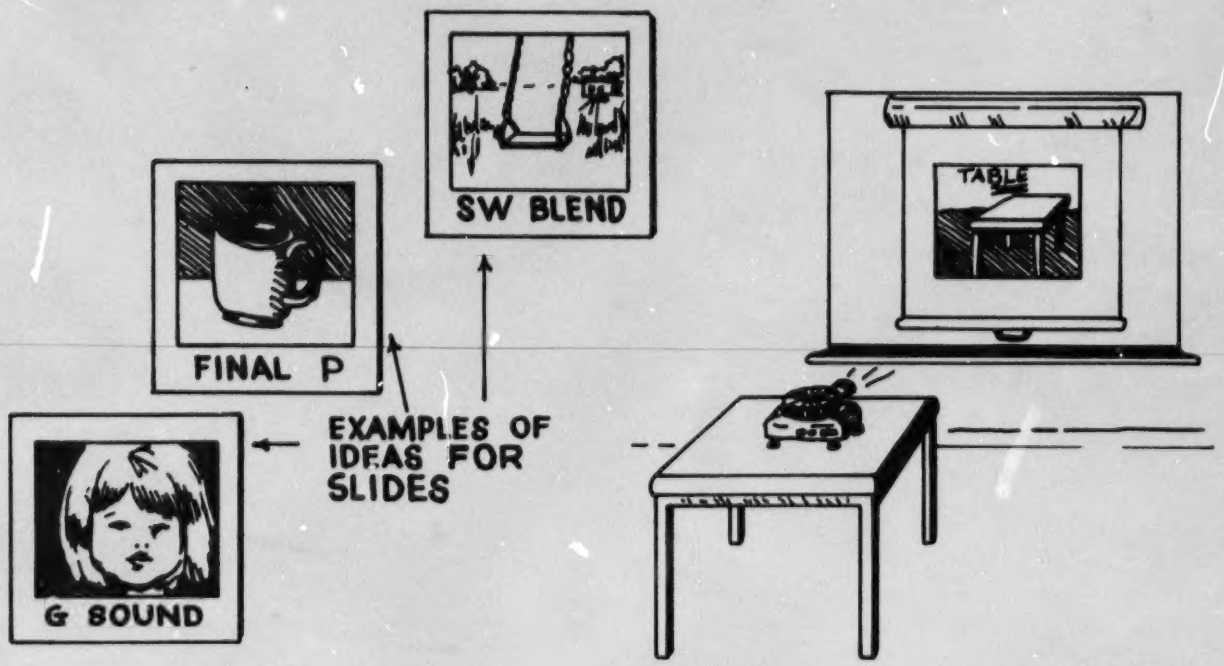
Speech Therapist
Webster School Annex

127

"GROUP SPEECH THERAPY SLIDE PRESENTATION"



Grade Levels: Preschool-Adult **Estimated Cost:** film and development of slides

Purpose: To motivate students to produce sounds correctly by having them recognize and comment on meaningful things in their environment and experiential field; to have them develop a functional vocabulary.

Materials Needed: Kodak Visualmaker (sometimes available on loan), slide film, camera, objects to be photographed, slide projector, screen for presentation to students.

Construction of Item: (Objects) Design a vocabulary list of practical objects (hygiene articles, body parts, food, clothing, etc.) which contain the problem sounds. Example: If you want to emphasize the sounds "t," "long a," and the blend "ble," the word "table" includes these sounds and could be included in the vocabulary list. Photograph a "table" in the school that is used every day by the students. Small objects like "spoon," "ring," "needle," etc. can be photographed with the use of the Kodak Visualmaker.

Instructions for Use: Students are highly motivated and eager to verbally identify things that they see in their environment on the screen. Each slide has a problem sound to emphasize; however, much more language could be developed around each picture on the screen.

Contributor: Danielle Allen
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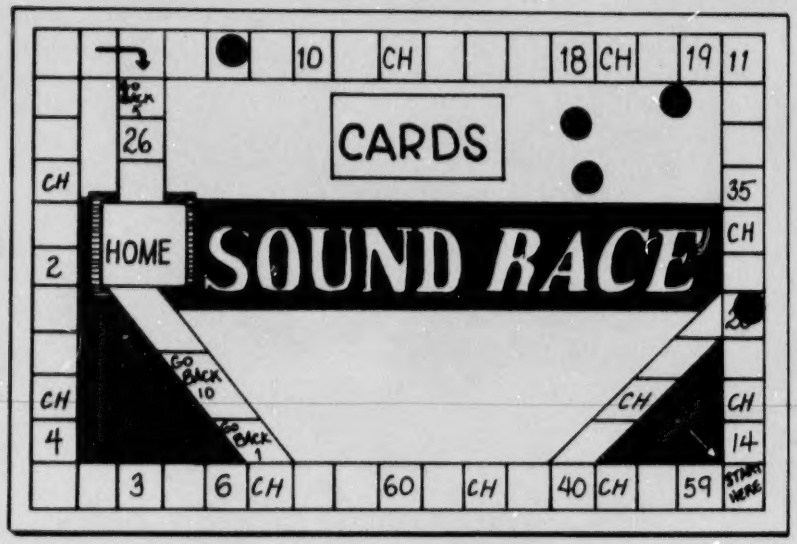
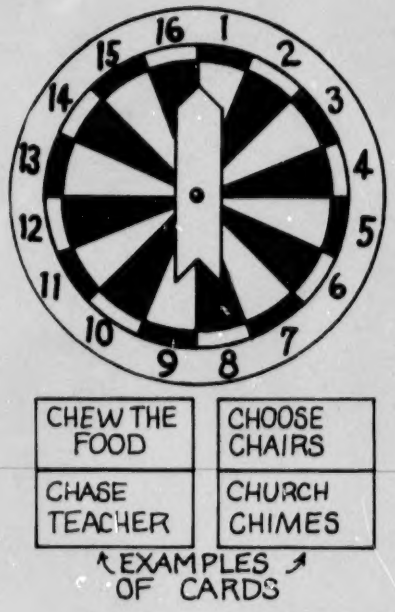
Learning Needs Coordinator
Aid to Retarded Citizens, Inc.

"THE SOUND RACE"

SPEECH





Grade Levels: 1-9 grades **Estimated Cost:** $.75

Purpose: To establish correct usage of target sound (ch) in words, phrases and sentences.

Materials Needed: Poster board for game board (12" x 18"), poster board for circle (14" in diameter), poster board for arrow (1 1/2" x 9"), paper brad, pencil, felt tip pen, laminate, (3" x 5") index cards, colored chips or markers of any material, ruler, scissors.

Construction of Item: Draw game board on poster board (12" x 18") as illustrated. Laminate entire board. Cut circle (14" in diameter) out of poster board. Print on circle the numbers as per illustration. Draw arrow on another piece of poster board (1 1/2" x 9") and cut out. Locate center of arrow, punch hole for paper brad, and attach arrow to center of circle with brad. Print words containing the (ch) sound on index cards. Place cards face down in the top box on the game board.

SUGGESTED WORDS FOR CARDS: Chase, teacher, beach, China, new church, chew the food.

Instructions for Use: Any number of children may play. Each child spins the arrow to determine who plays first. Highest number begins (the next highest number follows). The first player spins the arrow. Whatever number the arrow stops on determines how many spaces the player is to move his/her chip. If the chip stops on a number on the game board, then a card is taken from the card stack. The child must read the word and make the target sound correctly or return to the point on game board from which he/she moved. Should the chip stop on the (ch) sound, then the (ch) sound must be made correctly. Should the chip stop on a "Blank Space", nothing is said — child just waits until it's his/her turn again. The player whose chip reaches "Home" first, wins. A player can reach "Home" only when he/she spins the exact number needed and says the target sound correctly.

Contributor: Irma Cormier
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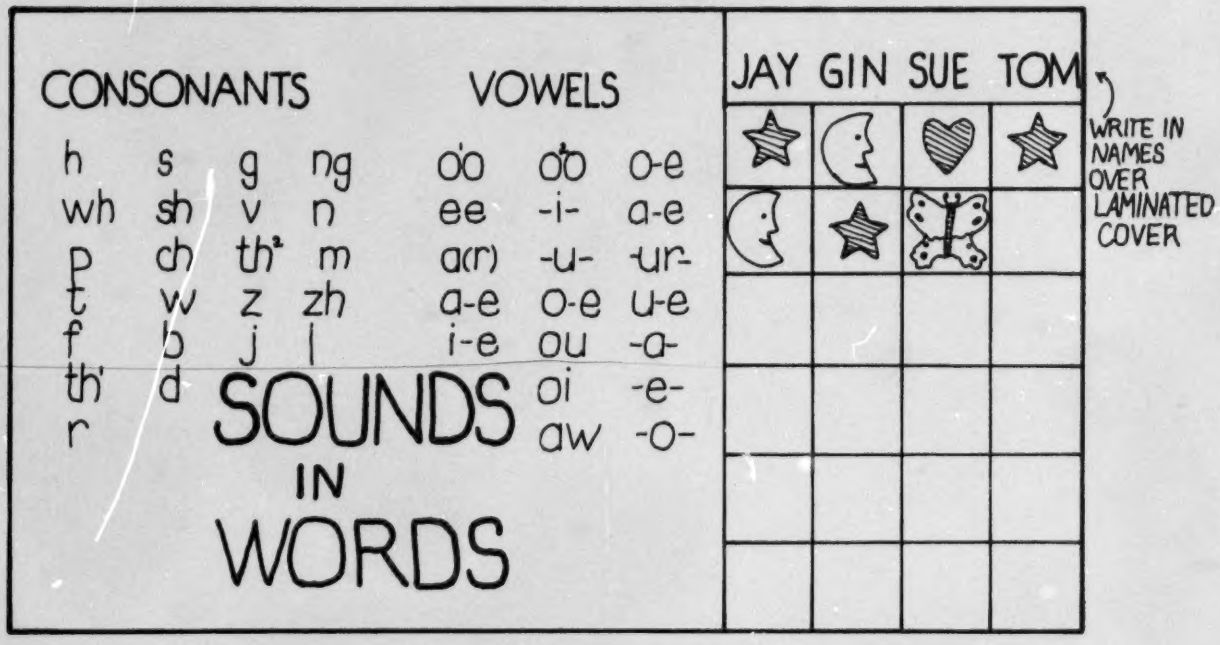
Speech Therapist
Attucks Elementary School

"SOUNDS IN WORDS"

SPEECH



Grade Levels: Intermediate Deaf (4 players) **Estimated Cost:** $1.00

Purpose: To identify sounds in words through speech reading and/or audition.

Materials Needed: Poster board (22" x 15"), contact paper, permanent felt tip markers, overhead transparency, color pens.

Construction of Item: On the poster board, write out the Northhampton or Thorndike speech markings for both consonant and vowel sounds. At right of board, draw in four scoring lanes. Cover the board with contact paper.

Instructions for Use: Write each player's name at the top of a scoring lane. Present the child with a word in either a written form, spoken form, signed and spoken form, or purely auditory form. Have the child point to each of the sounds in the word in order on the board. For example, if the word was *cat*, the child would point to (k), (a), (t).

If the child is correct, the teacher draws a picture, symbol, or letter of the child's choice in a square under his/her name to mark his/her score.

If a child has difficulty, the teacher helps the child and then has the child point to the sounds on his/her own. Then the child scores.

Contributor: Ruth Reeder
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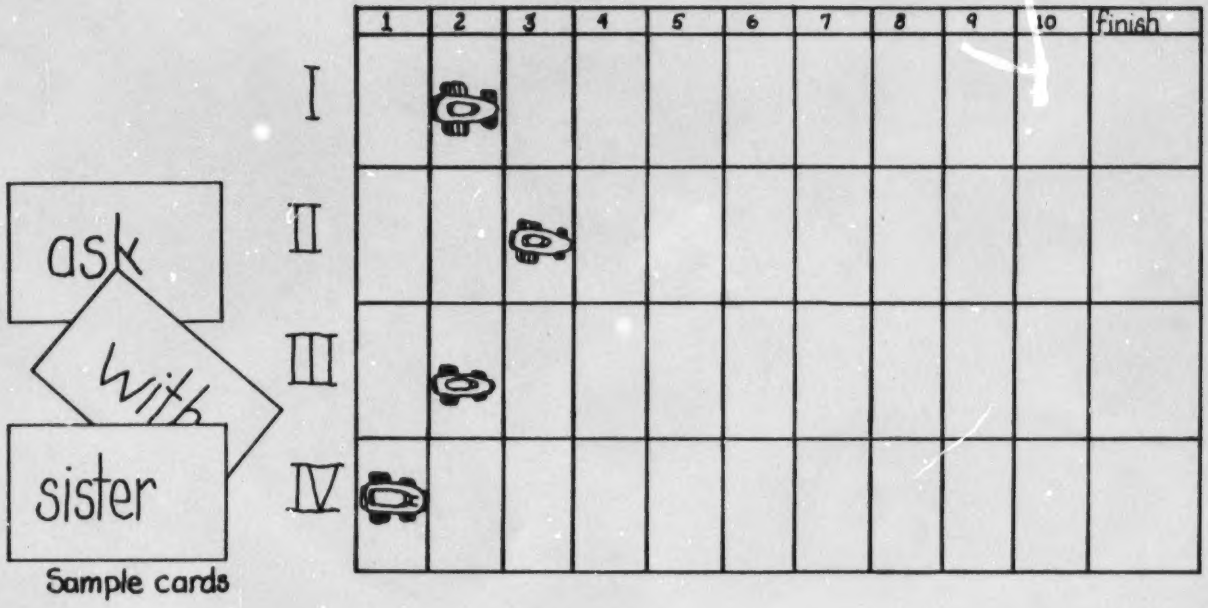
Teacher of Intermediate Deaf
Metcalf School

"SPEECH RACE"

SPEECH



Grade Levels: 4-12 grades **Estimated Cost:** $5.00 or less

Purpose: To provide oral practice in the usage of words often mispronounced.

Materials Needed: 1 medium sized decorated box (Kleenex box, shoe box, etc.), small toy cars (plastic), large poster board, felt tip pen, ruler, 3 X 5 index cards.

Construction of Item: Decorate a box to make it attractive and eye-catching. On each index card, write in large letters a word often mispronounced by students, such as: ask, with, fruit, can, get, police, sister, door, etc. Finally, prepare the large poster. Divide the poster into 4 rows, each row is divided into 10 sections about 3 inches long. Place the index cards in the decorated box.

Instructions for Use: Divide the class into four teams. Each team enters a car in the race. To begin, player 1 on team one picks a card from the box. After player 1 on team one has picked a card, he/she must pronounce the word on the card clearly and correctly. If player 1 on team one says the word correctly, he/she gets to move his/her team's car one space on the race track. Then player 1 on team 2 picks a card and must pronounce the word on his/her card. This can be varied as long as all the students on the four teams get to play this oral language game. The team which gets its car to the finish line first is the winner of the game.

Contributor: Deborah C. Fields
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Oral Language Teacher
A. M. Jackson Elementary School

"SPELLING TAPES"

Grade Levels: 6-12 grades **Estimated Cost:** $3.00

Purpose: To present spelling and vocabulary words in an interesting way, using the visual, auditory, and kinesthetic modalities. To hold students' interest.

Materials Needed: A cassette player, cassettes, and some 5" x 8" cards.

Construction of Item: The cassettes should have popular music recorded on them, taped either from records or from the radio It is a good idea to include music suggested by the students. Words to be learned should be printed on the 5" x 8" cards. Then the words should be recorded on the tape. Each word should be pronounced, spelled, pronounced again and used in a sentence. Then the student should be instructed to write the word three times. Segments of music about thirty seconds long should be left between each word.

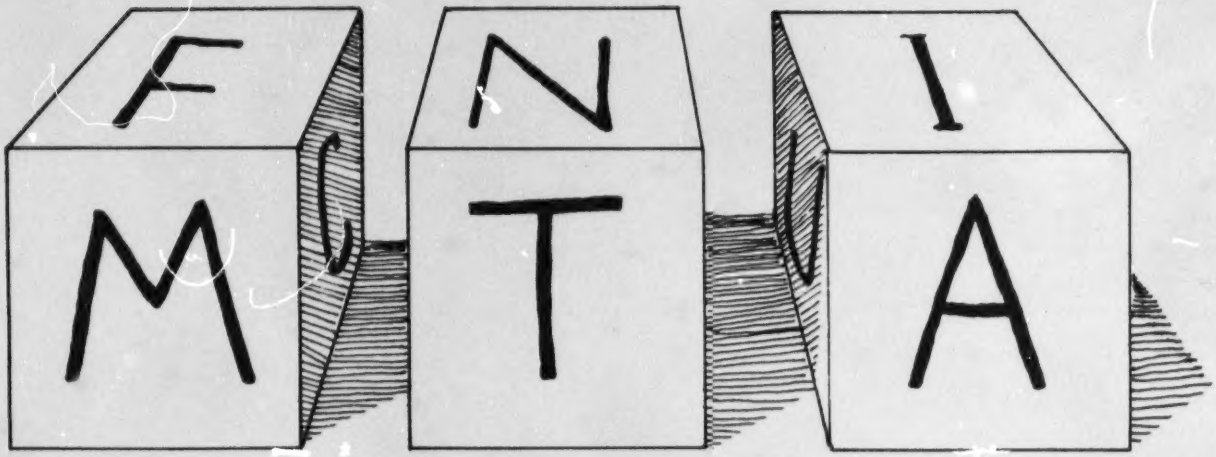
Instructions for Use: The student listens to the tape using headphones. When a word comes on, the student hears the word pronounced, spelled pronounced again and used in a sentence. Then the student is instructed to write the word three times. While the student is listening to the word on the tape, he/she should also look at the word written on one of the cards. Short segments of music are placed between spelling words to help hold the student's interest.

Contributor: Mark R. Martin
30th and Maine
Quincy, IL 62301

Learning Disabilities-English
Quincy Senior High I

"SPELL IT"

SPELLING



Grade Levels: 2-6 grades **Estimated Cost:** $2.00

Purpose: To review short vowel sounds.

Materials Needed: Three 1 3/4" wooden blocks, felt tip markers.

Construction of Item: Measure and cut three 1 3/4" blocks from maple, oak, walnut, or pine. The blocks can also be purchased from a hobby shop. Blocks should be sanded smooth. Letter the sides of the 3 blocks as follows: the sides of 2 blocks have consonants, the sides of 1 block have vowels.

Instructions for Use: Small groups of children are divided into two groups. The first child in one group rolls the blocks to form a word. For each word constructed, the child receives one point. The child continues to roll the blocks until he/she fails to form a word. The blocks are then passed to the first child in the other group. The group scoring the highest number of points wins the game.

Contributor: Phyllis Shelton
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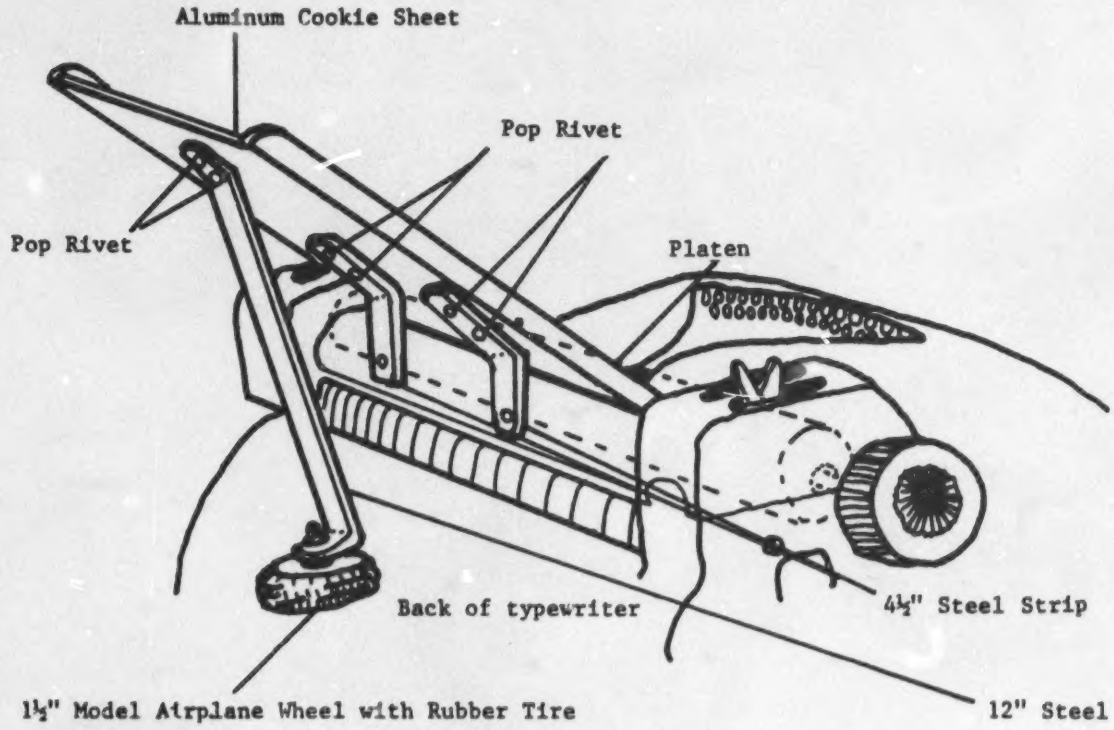
Conquest Teacher
Attucks Elementary School

"PAPER ALIGNMENT TRAY"



Grade Levels: Preschool and up **Estimated Cost:** $3.00

Purpose: To aid a student in properly aligning paper in a typewriter.

Materials Needed: Typewriter, one (10" x 12") 16-gauge aluminum cookie sheet, one (1/8" x 1/2" x 12") steel strip, two (1/8" x 1/2" x 4 1/2") steel strips, six (1/8" x 1/4") pop rivets, one (1 1/4" to 1 1/2") wheel (model airplane wheel with rubber tire), three (3/32" x 1") machine screws, nuts, and washers, (1/8") diameter drill.

Construction of Item: 1.) If an aluminum cookie sheet is used, the parts forming the top and bottom sides should be cut off flush with the aluminum sheet. 2.) Round and smooth corners and edges. 3.) Bend 1 1/2" of each 4 1/2" steel strip to a 45° angle and drill 1/8" hole in each end of the two strips. 4.) Attach the two 4 1/2" steel strips for support to the back of the aluminum sheet 2" from each side and 3" from the bottom. To fasten the two steel strips to the aluminum sheet, use pop rivets. 5.) Bend 1 1/2" of 12" steel strip to a 45° angle. Attach to middle of aluminum sheet at upper end with pop rivets. 6.) Bend other end of 12" steel strip and attach model airplane wheel to it so that the wheel is aligned horizontally to the back of the typewriter (see illustration). 7.) Now drill 1/8" holes in metal guard behind platen so that when the sheet is put in place at the desired angle the unattached ends of the 4 1/2" steel strips will line up with the holes. Fasten them to the metal guard with machine screws. 8.) The wheel should now rest against back of typewriter and turn as the carriage moves. The purpose of this bar is to provide support for the typewriter guide (converted cookie sheet).

Instructions for Use: Child with one hand can insert paper in paper guide and let it rest there while he/she rolls the paper into the machine.

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The technical assistance provided by the following individuals during the development of this book in the area of their expertise was truly appreciated. Many of their suggestions have been incorporated into this document.

Bernie Neff, Supervisor	Graphics
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Lynn Rhoades	Typesetter
Cornelia Powell	Cover Layout
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